

**PENNSYLVANIA VIRTUAL CS**

Cyber Charter School Renewal Application | 2024 - 2029

## Profile and Plan Essentials

### Cyber Charter School Renewal Application Profile

**Cyber Charter School Name**

Pennsylvania Virtual CS

**AUN**

123460001

**Federal Employee Identification Number**

233075231

**Vendor Identification Number**

0000689349

**School Address**

630 Park Avenue

**City**

King of Prussia

**State**

PA

**Zip Code**

19406

**County**

Montgomery

**Intermediate Unit**

23

**Charter Start Date**

2019-07-01

**Date Current Charter Expires**

2024-06-30

**Chief Executive Officer (CEO) Name**

Dr Debra Heath-Thornton

**Phone Number**

(484)680-7772

**Extension**

**Email**

dheath@pavcsk12.org

**Single Point of Contact**

**Single Point of Contact Name**

Dr. Shaikha BuAli

**Single Point of Contact Email**

sbuali@pavcsk12.org

**Single Point of Contact Phone Number**

484 680 7840

**Single Point of Contact Extension**

## Application Facts

### Grades Ranges

#### Grades Educated

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Current and Projected Student Enrollment

### 2022-2023

2963

### 2023-2024

2962

### 2024-2025

3041

### 2025-2026

3116

### 2026-2027

3190

### Is there an increase from one year to another?

Yes

### Is the increase due to addition of grade level(s)?

No

## Current and Projected Staffing Levels

### 2022-2023

322

### 2023-2024

346

### 2024-2025

327

**2025-2026**

329

**2026-2027**

331

**Is there an increase from one year to another?**

Yes

**Is the increase due to addition of grade level(s)?**

No

**Explanation of Staff Changes**

In the 2022-2023 Annual Report, the organization reported having 304 total staff members (teachers, administrators and support staff) on the PDE 414 Form. Since then there has been minimal movement due to typical staff and teacher fluctuations.

**Upload of Professional Staff Member Roster - <a href="/documents/PDE\_414.xls">PDE-414</a>**

PDE 414 - Professional Staff Roster\_a20b6da8.pdf

**Does the school utilize staff members employed by an external management organization?**

No

## Progress Toward Initial Goals

### Grade 4 | English Language Arts | Black

#### Black

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>% Below Basic</b>	13.6	n/a	31.6	35	39.29
<b>% Basic</b>	27.3	n/a	36.8	40	35.71
<b>% Proficient</b>	36.4	n/a	21.1	25	25
<b>% Advanced</b>	4.3	n/a	10.5	0	0

#### CSI/A-TSI Designation

Yes

### Grade 5 | English Language Arts | Black

#### Black

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>% Below Basic</b>	19.2	n/a	5.6	44.4	37.5
<b>% Basic</b>	57.7	n/a	55.6	25.9	34.38
<b>% Proficient</b>	23.1	n/a	38.9	29.6	28.13
<b>% Advanced</b>	0	n/a	0	0	0

#### CSI/A-TSI Designation

Yes

## Grade 6 | English Language Arts | Black

### Black

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>% Below Basic</b>	13	n/a	12.5	11.8	9.43
<b>% Basic</b>	34.8	n/a	50	35.3	54.72
<b>% Proficient</b>	47.8	n/a	37.5	44.1	33.96
<b>% Advanced</b>	4.3	n/a	0	8.8	1.89

### CSI/A-TSI Designation

Yes

## Grade 7 | English Language Arts | Black

### Black

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>% Below Basic</b>	0	n/a	3.3	0	6
<b>% Basic</b>	60	n/a	63.3	56	70
<b>% Proficient</b>	33.3	n/a	30	40	24
<b>% Advanced</b>	6.7	n/a	3.3	4	0

### CSI/A-TSI Designation

Yes

**Grade 8 | English Language Arts | Black**

***Black***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	3.4	n/a	17.4	14.8	19.61
<b>% Basic</b>	62.1	n/a	39.1	33.3	49.02
<b>% Proficient</b>	31	n/a	39.1	48.1	29.41
<b>% Advanced</b>	3.4	n/a	4.3	3.7	1.96

**CSI/A-TSI Designation**

Yes

**Grade 4 | PSSA Mathematics | Economically Disadvantaged, Special Education, American Indian/Alaskan Native, Asian, Black, Native Hawaiian or other Pacific Islander, Hispanic, White, 2 or More Races, English Language Learners**

***Economically Disadvantaged***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	50	n/a	54.3	46.8	53.33
<b>% Basic</b>	18.8	n/a	34.3	32.3	30.67
<b>% Proficient</b>	25	n/a	8.6	21	13.33
<b>% Advanced</b>	6.2	n/a	2.9	0	2.67

**CSI/A-TSI Designation**

Yes

**Special Education**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	61.9	n/a	62.5	60	70.59
<b>% Basic</b>	14.3	n/a	31.2	25	23.53
<b>% Proficient</b>	23.8	n/a	6.2	15	5.88
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**American Indian/Alaskan Native**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	N/A	N/A	N/A	33.3	n/a
<b>% Basic</b>	N/A	N/A	N/A	33.3	n/a
<b>% Proficient</b>	N/A	N/A	N/A	33.3	n/a
<b>% Advanced</b>	N/A	N/A	N/A	0	n/a

**CSI/A-TSI Designation**

Yes

**Asian**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	N/A	100	0	n/a

<b>% Basic</b>	33.3	N/A	0	0	n/a
<b>% Proficient</b>	66.7	N/A	0	75	n/a
<b>% Advanced</b>	0	N/A	0	25	n/a

**CSI/A-TSI Designation**

Yes

**Black**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	56.5	N/A	61.1	52.6	62.07
<b>% Basic</b>	30.4	N/A	22.2	31.6	31.03
<b>% Proficient</b>	8.7	N/A	16.7	15.8	6.9
<b>% Advanced</b>	4.3	N/A	0	0	0

**CSI/A-TSI Designation**

Yes

**Native Hawaiian or other Pacific Islander**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	N/A	N/A	N/A	N/A	n/a
<b>% Basic</b>	N/A	N/A	N/A	N/A	n/a

<b>% Proficient</b>	N/A	N/A	N/A	N/A	n/a
<b>% Advanced</b>	N/A	N/A	N/A	N/A	n/a

**CSI/A-TSI Designation**

Yes

*Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	50	N/A	58.3	57.9	60
<b>% Basic</b>	25	N/A	16.7	21.1	30
<b>% Proficient</b>	25	N/A	25	5.3	10
<b>% Advanced</b>	0	N/A	0	15.8	0

**CSI/A-TSI Designation**

Yes

*White*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	38	N/A	22	32	36.54
<b>% Basic</b>	22	N/A	36.7	33.3	28.85
<b>% Proficient</b>	32	N/A	26.7	31.5	26.92

<b>% Advanced</b>	8	N/A	10	7.4	7.69
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**CSI/A-TSI Designation**

Yes

**2 or More Races**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	16.7	N/A	40	37.5	58.33
<b>% Basic</b>	33.3	N/A	60	50	33.33
<b>% Proficient</b>	50	N/A	0	12.5	8.33
<b>% Advanced</b>	0	N/A	0	0	0

**CSI/A-TSI Designation**

Yes

**English Language Learners**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	N/A	100	33.3	N/A
<b>% Basic</b>	100	N/A	0	0	N/A
<b>% Proficient</b>	0	N/A	0	66.7	N/A
<b>% Advanced</b>	0	N/A	0	66.7	N/A

**CSI/A-TSI Designation**

Yes

**Grade 5 | PSSA Mathematics | Economically Disadvantaged, Special Education, American Indian/Alaskan Native, Asian, Black, Native Hawaiian or other Pacific Islander, Hispanic, White, 2 or More Races, English Language Learners**

***Economically Disadvantaged***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	55.5	n/a	43.9	64.6	67.05
<b>% Basic</b>	34.5	n/a	33.3	30.8	25
<b>% Proficient</b>	6.9	n/a	17.5	1.5	7.95
<b>% Advanced</b>	3.4	n/a	5.3	0	0

**CSI/A-TSI Designation**

Yes

***Special Education***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	62.5	n/a	50	60	68.42
<b>% Basic</b>	20.8	n/a	40	32	26.32
<b>% Proficient</b>	8.3	n/a	10	8	5.26
<b>% Advanced</b>	8.3	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**American Indian/Alaskan Native**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	100	n/a	n/a	100	N/A
<b>% Basic</b>	0	n/a	n/a	0	N/A
<b>% Proficient</b>	0	n/a	n/a	0	N/A
<b>% Advanced</b>	0	n/a	n/a	0	N/A

**CSI/A-TSI Designation**

Yes

**Asian**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	n/a	0	20	N/A
<b>% Basic</b>	50	n/a	40	40	N/A
<b>% Proficient</b>	50	n/a	60	20	N/A
<b>% Advanced</b>	0	n/a	0	20	N/A

**CSI/A-TSI Designation**

Yes

**Black**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
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<b>% Below Basic</b>	69.2	n/a	61.1	65.5	67.74
<b>% Basic</b>	26.9	n/a	33.3	34.5	29.03
<b>% Proficient</b>	3.8	n/a	5.6	0	3.23
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

*Native Hawaiian or other Pacific Islander*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	0	n/a	N/A
<b>% Basic</b>	n/a	n/a	100	n/a	N/A
<b>% Proficient</b>	n/a	n/a	0	n/a	N/A
<b>% Advanced</b>	n/a	n/a	0	n/a	N/A

**CSI/A-TSI Designation**

Yes

*Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	33.3	n/a	66.7	63.6	68.18

<b>% Basic</b>	33.3	n/a	33.3	22.7	27.27
<b>% Proficient</b>	22.2	n/a	0	13.6	0
<b>% Advanced</b>	11.1	n/a	0	0	4.55

**CSI/A-TSI Designation**

Yes

*White*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	46	n/a	32.8	31.1	68.18
<b>% Basic</b>	39.7	n/a	34.4	42.6	27.27
<b>% Proficient</b>	9.5	n/a	26.6	21.3	0
<b>% Advanced</b>	4.8	n/a	6.2	4.9	4.55

**CSI/A-TSI Designation**

Yes

*2 or More Races*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	33.3	n/a	50	50	72.73
<b>% Basic</b>	33.3	n/a	33.3	40	27.27

<b>% Proficient</b>	33.3	n/a	16.7	10	0
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**English Language Learners**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	80	N/A
<b>% Basic</b>	n/a	n/a	n/a	20	N/A
<b>% Proficient</b>	n/a	n/a	n/a	0	N/A
<b>% Advanced</b>	n/a	n/a	n/a	0	N/A

**CSI/A-TSI Designation**

Yes

**Grade 6 | PSSA Mathematics | Economically Disadvantaged, Special Education, American Indian/Alaskan Native, Asian, Black, Native Hawaiian or other Pacific Islander, Hispanic, White, 2 or More Races, English Language Learners**

**Economically Disadvantaged**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	41.7	n/a	52.3	51.6	72.63
<b>% Basic</b>	46.7	n/a	34.1	26.4	22.11

<b>% Proficient</b>	11.7	n/a	9.1	16.5	4.21
<b>% Advanced</b>	0	n/a	4.5	5.5	1.05

**CSI/A-TSI Designation**

Yes

**Special Education**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	66.7	n/a	83.3	67.9	78.57
<b>% Basic</b>	22.2	n/a	16.7	21.4	11.9
<b>% Proficient</b>	11.1	n/a	0	0	9.52
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**American Indian/Alaskan Native**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	100	N/A
<b>% Basic</b>	n/a	n/a	n/a	0	N/A
<b>% Proficient</b>	n/a	n/a	n/a	0	N/A

<b>% Advanced</b>	n/a	n/a	n/a	0	N/A
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**CSI/A-TSI Designation**

Yes

**Asian**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	n/a	25	18.2	N/A
<b>% Basic</b>	60	n/a	0	9.1	N/A
<b>% Proficient</b>	40	n/a	75	54.5	N/A
<b>% Advanced</b>	0	n/a	0	18.2	N/A

**CSI/A-TSI Designation**

Yes

**Black**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	52.4	n/a	66.7	65.7	69.23
<b>% Basic</b>	42.9	n/a	33.3	25.7	26.92
<b>% Proficient</b>	4.8	n/a	0	8.6	3.85
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**Native Hawaiian or other Pacific Islander**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	n/a	N/A
<b>% Basic</b>	n/a	n/a	n/a	n/a	N/A
<b>% Proficient</b>	n/a	n/a	n/a	n/a	N/A
<b>% Advanced</b>	n/a	n/a	n/a	n/a	N/A

**CSI/A-TSI Designation**

Yes

**Hispanic**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	33.3	n/a	54.5	62.5	71.88
<b>% Basic</b>	66.7	n/a	36.4	29.2	21.88
<b>% Proficient</b>	0	n/a	0	8.3	3.13
<b>% Advanced</b>	0	n/a	9.1	0	3.13

**CSI/A-TSI Designation**

Yes

**White**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	26.2	n/a	28.8	36.7	49.25
<b>% Basic</b>	50.8	n/a	46.2	38	32.84
<b>% Proficient</b>	23.1	n/a	21.2	16.5	16.42
<b>% Advanced</b>	0	n/a	3.8	8.9	1.49

**CSI/A-TSI Designation**

Yes

**2 or More Races**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	28.6	n/a	50	42.9	30
<b>% Basic</b>	28.6	n/a	37.5	28.6	50
<b>% Proficient</b>	28.6	n/a	12.5	28.6	20
<b>% Advanced</b>	14.3	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**English Language Learners**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	75	75	100

<b>% Basic</b>	n/a	n/a	25	0	0
<b>% Proficient</b>	n/a	n/a	0	25	0
<b>% Advanced</b>	n/a	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**Grade 7 | PSSA Mathematics | Economically Disadvantaged, Special Education, American Indian/Alaskan Native, Asian, Black, Native Hawaiian or other Pacific Islander, Hispanic, White, 2 or More Races, English Language Learners**

***Economically Disadvantaged***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	50.6	n/a	64.7	58.5	66.1
<b>% Basic</b>	26.6	n/a	23.5	25.6	20.34
<b>% Proficient</b>	16.5	n/a	9.8	11	10.17
<b>% Advanced</b>	6.3	n/a	2	4.9	3.39

**CSI/A-TSI Designation**

Yes

***Special Education***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	56.7	n/a	81.2	64	91.49

<b>% Basic</b>	20	n/a	18.8	32	6.38
<b>% Proficient</b>	20	n/a	0	4	2.13
<b>% Advanced</b>	3.3	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

*American Indian/Alaskan Native*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	n/a	n/a	100	50
<b>% Basic</b>	100	n/a	n/a	0	50
<b>% Proficient</b>	0	n/a	n/a	0	0
<b>% Advanced</b>	0	n/a	n/a	0	0

**CSI/A-TSI Designation**

Yes

*Asian*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	100	0	42.86
<b>% Basic</b>	n/a	n/a	0	80	28.57

<b>% Proficient</b>	n/a	n/a	0	0	28.57
<b>% Advanced</b>	n/a	n/a	0	20	0

**CSI/A-TSI Designation**

Yes

**Black**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	76.7	n/a	73.3	75	84.62
<b>% Basic</b>	13.3	n/a	20	25	7.69
<b>% Proficient</b>	10	n/a	3.3	0	5.77
<b>% Advanced</b>	0	n/a	3.3	0	1.92

**CSI/A-TSI Designation**

Yes

**Native Hawaiian or other Pacific Islander**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	0	0
<b>% Basic</b>	n/a	n/a	n/a	100	100
<b>% Proficient</b>	n/a	n/a	n/a	0	0

<b>% Advanced</b>	n/a	n/a	n/a	0	0
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**CSI/A-TSI Designation**

Yes

*Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	71.4	n/a	54.5	68.8	69.7
<b>% Basic</b>	14.3	n/a	18.2	25	24.24
<b>% Proficient</b>	7.1	n/a	27.3	0	6.06
<b>% Advanced</b>	7.1	n/a	0	6.2	0

**CSI/A-TSI Designation**

Yes

*White*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	38.9	n/a	37	40.4	47.42
<b>% Basic</b>	25.6	n/a	42.6	31.5	24.74
<b>% Proficient</b>	30	n/a	11.1	20.2	20.62
<b>% Advanced</b>	5.6	n/a	9.3	7.9	7.22

**CSI/A-TSI Designation**

Yes

**2 or More Races**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	50	n/a	33.3	33.3	46.15
<b>% Basic</b>	50	n/a	66.7	50	23.08
<b>% Proficient</b>	0	n/a	0	16.7	30.77
<b>% Advanced</b>	0	n/a	0	0	0

**CSI/A-TSI Designation**

Yes

**English Language Learners**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	100	80	N/A
<b>% Basic</b>	n/a	n/a	0	20	N/A
<b>% Proficient</b>	n/a	n/a	0	0	N/A
<b>% Advanced</b>	n/a	n/a	0	0	N/A

**CSI/A-TSI Designation**

Yes

**Grade 8 | PSSA Mathematics | Economically Disadvantaged, Special Education, American Indian/Alaskan Native, Asian, Black, Native Hawaiian or other Pacific Islander, Hispanic, White, 2 or More Races, English Language Learners**

***Economically Disadvantaged***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	72.5	n/a	60.9	59.5	72.03
<b>% Basic</b>	12.1	n/a	30.4	27	18.64
<b>% Proficient</b>	12.1	n/a	6.5	9.5	6.78
<b>% Advanced</b>	3.3	n/a	2.2	4.1	2.54

**CSI/A-TSI Designation**

Yes

***Special Education***

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	88.5	n/a	78.9	81.8	89.74
<b>% Basic</b>	3.8	n/a	21.1	18.2	7.69
<b>% Proficient</b>	7.7	n/a	0	0	0
<b>% Advanced</b>	0	n/a	0	0	2.56

**CSI/A-TSI Designation**

Yes

**American Indian/Alaskan Native**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	100	N/A
<b>% Basic</b>	n/a	n/a	n/a	0	N/A
<b>% Proficient</b>	n/a	n/a	n/a	0	N/A
<b>% Advanced</b>	n/a	n/a	n/a	0	N/A

**CSI/A-TSI Designation**

Yes

**Asian**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	40	n/a	0	0	N/A
<b>% Basic</b>	20	n/a	50	100	N/A
<b>% Proficient</b>	40	n/a	0	0	N/A
<b>% Advanced</b>	0	n/a	50	0	N/A

**CSI/A-TSI Designation**

Yes

**Black**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	93.3	n/a	79.2	75	82.35

<b>% Basic</b>	3.3	n/a	20.8	17.9	13.73
<b>% Proficient</b>	3.3	n/a	0	3.6	3.92
<b>% Advanced</b>	0	n/a	0	3.6	0

**CSI/A-TSI Designation**

Yes

*Native Hawaiian or other Pacific Islander*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	n/a	n/a	n/a
<b>% Basic</b>	n/a	n/a	n/a	n/a	n/a
<b>% Proficient</b>	n/a	n/a	n/a	n/a	n/a
<b>% Advanced</b>	n/a	n/a	n/a	n/a	n/a

**CSI/A-TSI Designation**

Yes

*Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	93.3	n/a	50	55	79.31
<b>% Basic</b>	6.7	n/a	50	15	17.24

<b>% Proficient</b>	0	n/a	0	20	3.45
<b>% Advanced</b>	0	n/a	0	10	0

**CSI/A-TSI Designation**

Yes

*White*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	50.9	n/a	45.1	42.2	57.14
<b>% Basic</b>	17.6	n/a	25.5	32.5	25.21
<b>% Proficient</b>	27.8	n/a	21.6	16.9	12.61
<b>% Advanced</b>	3.7	n/a	7.8	8.4	5.04

**CSI/A-TSI Designation**

Yes

*2 or More Races*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	77.8	n/a	40	0	50
<b>% Basic</b>	11.1	n/a	20	50	37.5
<b>% Proficient</b>	0	n/a	20	25	12.5

<b>% Advanced</b>	11.1	n/a	0	25	0
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**CSI/A-TSI Designation**

Yes

**English Language Learners**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	n/a	n/a	0	100	N/A
<b>% Basic</b>	n/a	n/a	100	0	N/A
<b>% Proficient</b>	n/a	n/a	0	0	N/A
<b>% Advanced</b>	n/a	n/a	0	0	N/A

**CSI/A-TSI Designation**

Yes

**Grade 4 | English Language Arts | Hispanic**

**Hispanic**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	12.5	n/a	0	35	15.79
<b>% Basic</b>	50	n/a	58.3	35	68.42
<b>% Proficient</b>	25	n/a	25	25	15.79
<b>% Advanced</b>	12.5	n/a	16.7	5	0

**CSI/A-TSI Designation**

Yes

**Grade 5 | English Language Arts | Hispanic***Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	22.2	n/a	8.3	40.9	36.36
<b>% Basic</b>	11.1	n/a	58.3	27.3	31.82
<b>% Proficient</b>	44.4	n/a	33.3	22.7	27.27
<b>% Advanced</b>	22.2	n/a	0	9.1	4.55

**CSI/A-TSI Designation**

Yes

**Grade 6 | English Language Arts | Hispanic***Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	0	n/a	9.1	12	18.18
<b>% Basic</b>	50	n/a	54.5	32	51.52
<b>% Proficient</b>	33.3	n/a	18.2	48	24.24
<b>% Advanced</b>	16.7	n/a	18.2	8	6.06

**CSI/A-TSI Designation**

Yes

**Grade 7 | English Language Arts | Hispanic***Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	7.1	n/a	10	0	0
<b>% Basic</b>	28.6	n/a	30	62.5	72.73
<b>% Proficient</b>	50	n/a	60	31.2	24.24
<b>% Advanced</b>	14.3	n/a	0	6.2	3.03

**CSI/A-TSI Designation**

Yes

**Grade 8 | English Language Arts | Hispanic***Hispanic*

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>% Below Basic</b>	13.3	n/a	0	14.3	14.29
<b>% Basic</b>	73.3	n/a	50	28.6	35.71
<b>% Proficient</b>	6.7	n/a	50	33.3	46.43
<b>% Advanced</b>	6.7	n/a	0	23.8	3.57

## CSI/A-TSI Designation

Yes

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### School Designation

**Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application.**

PA Virtual continues efforts toward achieving the goals set in the 2015 charter renewal application. The following is a categorized report on the stated goals. Online Training and Orientation: PA Virtual is committed to enhancing teachers' online instructional competence, implementing a two-week new teacher training program and a one-year mentor program, hiring instructional coaches, and adding additional training for second-year teachers. The school provides ongoing professional development outlined in the Professional Development Plan. The school implements effective measures to identify and support students with limited competencies and skills necessary for online learning. PA Virtual consistently achieves in this area, with fewer than 2% of students requiring additional training and orientation. A two-week orientation course is now required to ensure a smooth transition for new students. Additionally, the school continually implements individual learning plans for all students, leveraging technology and the student information system (SIS) to provide personalized education. Curriculum and Professional Development: PA Virtual consistently aligns instruction with PA Core standards, focusing on Math, English Language Arts, and Science, by completing a comprehensive curriculum alignment to state standards and increasing curricular options. Furthermore, lesson planning enhancements using approved software improve instruction quality by enabling more precise administrative oversight and feedback on lesson plans. The school also emphasizes student participation in local benchmark and diagnostic assessments to monitor progress and adjust instruction based on results. PA Virtual continuously works to enhance and assess its instructional methods and pedagogy in the virtual classroom. The school implements an ongoing comprehensive professional development plan to support teachers in refining their instructional practices. Additionally, upgrades are periodically made to the Learning Management System (LMS) system, ensuring a seamless and user-friendly online learning experience for students and teachers alike. Furthermore, virtual classrooms are updated to incorporate the latest technologies and features, optimizing engagement and interaction in the virtual learning environment. There is a commitment to the ongoing progress of professional development in identifying and implementing measurable goals, informed by student achievement data and research-based instructional best practices. Principals meet quarterly with the Director of Professional Development to define professional development goals encompassing various areas, such as establishing Smart Goals, adding rigor to lessons, incorporating state assessment measures, and emphasizing the use of data to drive instruction. The school also invites guest speakers to share insights

on effectively utilizing diagnostic/benchmarking reports and further enhancing teachers' ability to leverage data for instructional improvement. Elementary teachers actively work to increase writing opportunities for students in grades K and 1. The school implements strategies such as journaling, using on-camera whiteboards, assigning specific writing assessments, and focusing on sight words, vocabulary, and high-interest topics. By incorporating these initiatives, the school aims to foster strong writing skills and engagement among students at an early age. These efforts reflect the school's commitment to nurturing students' creativity, communication skills, and overall literacy development. PA Virtual continues making ongoing progress in providing professional development for teachers in grades 3 and 4, focusing on applying real-world standards in the classroom. The administration adjusted the goal to include all grade levels across all buildings, ensuring teachers have appropriate instructional skills by providing professional development on Webb's depth of knowledge and enabling teachers to design rigorous instruction that promotes higher-order thinking. The Career Services Department also organizes a guest speaker series and holds schoolwide career days to expose students to different professions. Additionally, efforts are ongoing to bring all students to a high level of competency in online learning, with a focus on digital learning, online citizenship, and online research skills. These initiatives support teachers and students in preparing for success in the virtual learning environment and beyond.

**Diagnostics and Benchmarking:** PA Virtual is progressing with increasing performance on local diagnostic testing tools. In the 2018-2019 academic year, participation rates for English Language Arts/Literature (ELA/LIT) were between 41-49%, while participation rates for Math/Algebra (MTH/ALG) were between 41 and 46%. Specific participation rates for Science were unavailable, as no Science diagnostic was associated with the platform used in 2018-2019. Diagnostic participation rates increased substantially in 2022-2023, with ELA/LIT at 94.7%, MTH/ALG at 94.6%, and Science/Biology (SCI/BIO) at 87.2%. There is ongoing progress towards meeting benchmark targets in kindergarten and first grade, with a prior 2015 renewal goal of 80% of kindergarten students and 85% of first-grade students achieving at or above the benchmark at their current grade level.

Grade	Subject	2020-2021	2021-2022	2022-2023
Kindergarten	ELA	47%	52%	56%
	Math	54%	64%	72%
First Grade	ELA	41%	57%	60%
	Math	48%	49%	59%

There is an additional focus on increasing the number of students who leave second-grade reading at or above grade level and maintain this proficiency in third grade. The progress in this area is as follows: 2020-2021: 46%, 2021-2022: 60%, 2022-2023: 67%. Throughout the current charter, the effort to improve scores has been multi-faceted and includes additional training on supplemental reading programs, hiring of Academic Support Teachers, platforms to support learning, curriculum alignment in ELA and Math, progress monitoring to identify learning trends, structuring small groups within ELA classes, Academic Support focused on kindergarten and first-grade asynchronous learners, University of Florida Literacy Institute training for teachers, lab courses to increase time spent in ELA and Math, and research-based reading and writing strategies.

**State Testing and Growth Measures:** PA Virtual continues to increase the number of students meeting the "Advanced" category on the English Language Arts Pennsylvania System of School Assessment (PSSA). According to the PSSA School Summary Report, in 2021 and 2022, PA Virtual had 12% of students reach the "Advanced" category, compared to the state average of 17% in 2022. The COVID-19 Pandemic impacted test participation. Specifically in the reported area of the writing component, work continues toward achieving higher proficiency levels, as

students fell 3.9% short of the school target in 2018-19. To increase the quality of student writing overall, staff engaged in professional development on implementing Close Reading, Restate/Answer/Cite evidence/Explain/Summarize, Text-Dependent Analysis, and Constructed Response activities into the curriculum. To ensure consistent implementation, the strategies were mandatory and school-wide across all subjects, aiming to improve student writing quality and foster critical thinking, analysis, and effective communication skills. PA Virtual made excellent progress in meeting the achievement gap targets for grade 8 Science within the cycle. According to the Pennsylvania System of School Assessment (PSSA) School Summary Report, in 2022, 31% of PA Virtual's 8th-grade students demonstrated proficiency in Science, surpassing the state average of 20% proficiency. Significant progress is also demonstrated for yearly academic growth in Math for advanced student cohorts, as indicated by the Pennsylvania Value-Added Assessment System (PVAAS). In 2021, all grades except 5th demonstrated "well above" growth, exceeding the growth standard with significant evidence. In 2022, grades 6, 7, and 8 met the growth standard. The PVAAS Value Added Summary Report further reveals that PA Virtual consistently met or exceeded the growth standard for Keystone Algebra 1 in all test administrations from 2018 to 2022. The PVAAS School Diagnostic Summary for ELA in 2022 indicates evidence of growth in previous years for grades 5 through 8 in the Advanced Predicted Performance Level Group. However, due to an insufficient sample size, the growth for the predicted Advanced level on the Keystone Literature Exam could not be measured. Concerning students with Individualized Education Programs (IEPs) who achieve proficient and advanced scores on the English Language Arts (ELA) PSSA (Pennsylvania System of School Assessment), PA Virtual saw proficiency rates for students with IEPs decreasing from 38.9% in 2018 to 35.5% in 2019. Post-pandemic, in 2021 and 2022, the proficiency rates for ELA PSSA decreased and then remained steady at 24.8% and 24.5%. Similarly, the school aimed to improve proficiency of students with IEPs on the Math PSSA. From 2018 to 2019, proficiency rates decreased from 18.6% to 14.6%. Post-pandemic, in 2021 and 2022, the proficiency rates for Math PSSA dropped and then remained consistent at 9.3% and 9%. PA Virtual successfully increased proficiency on Keystone Math, Literature, and Biology Exams. Notably, Algebra 1 proficiency rose from 41% in 2017 to 56.6% in 2021. Similarly, Biology proficiency increased from 53.4% in 2017 to 64.1% in 2021. The school also grew in Literature proficiency from 69.8% in 2017 to 72% in 2021. Proficiency is calculated for Full Academic Year (FAY) students with no participation penalty applied. PA Virtual aimed to increase the academic performance of economically disadvantaged students, and the school has made ongoing progress in this area. Regarding Math/Algebra proficiency, the rates improved since 2017, ranging from 17.9% to 22.5%. Similarly, Science/Biology rates also demonstrated growth, varying from 23.1% to 56.1% from 2017 to the present. ELA/LIT rates have also shown positive trends, ranging from 45.6% to 53.7% through 2022. Remediation and Enrichment: PA Virtual aimed to increase the number of students in grades K-12 who attend mandatory tutoring sessions for Science, Math, and English Language Arts (ELA). Administration modified this goal to increase the availability of student support opportunities, expanding course offerings and providing additional academic support options. Programmatic changes have also been implemented to enhance student achievement further. In order to decrease the number of students in Tier III, as per the Response to Instruction and Intervention (RTII) process, in both ELA and Mathematics for students in grades 3-8, the school revised the goal to increase the number of students exiting Tier III. Various measures have been implemented to support this objective, including adding

remediation classes and providing targeted support for students requiring extra assistance. The school hired additional teachers to provide specialized remedial support in ELA and Mathematics. Furthermore, implementing programs like "Target Time" and after-school homework help facilitate student progress. In the high school, peer-to-peer tutoring, National Honors Society tutoring, and Reading Buddies programs are available to support students in need. PA Virtual continues to employ methods to increase the number of 10th-grade students taking the Preliminary Scholastic Aptitude Test (PSAT). Despite the pandemic, the school is making progress in this area. PA Virtual has not offered the PSAT since the pandemic; before the pandemic, the test was offered in the school's primary physical location in King of Prussia, PA. PA Virtual additionally works to increase the number of 11th and 12th-grade students taking the Scholastic Assessment Test (SAT)s and American College Testing (ACT)s. The school has made ongoing progress in this area, with 4% of all 11th graders and 12% of all 12th graders taking these exams in the 2022-2023 academic year. The school recognizes the need to adjust the goal because many Institutions of Higher Education (IHE) no longer require standardized entrance exams. Despite this, to encourage more students to take the SAT/ACT for university acceptance and as an alternative test for Act 158, PA Virtual promotes SAT/ACT through counselor-based sessions and newsletters and has offered one-on-one testing in the King of Prussia office. Additionally, PA Virtual has established an SAT Prep club and offers specialized test prep programs for SAT/ACT. As part of the efforts to support achievement on exams and coursework beyond high school, the Honors Program has been expanded to include four subject-specific national honor societies (Rho Kappa National Social Studies Honor Society, National English Honors Society, Mu Alpha Theta Math National Honor Society, Science National Honor Society) and the National Honor Society (NHS) to provide additional avenues for enrichment. Furthermore, PA Virtual has increased Advanced Placement (AP) course offerings, allowing students to challenge themselves academically and prepare for advanced coursework. PA Virtual consistently demonstrates achievement in increasing the number of students completing AP and honors courses with a grade of 80% or better. In the 2018-2019 academic year, 410 students took AP and Honors courses, with 95% of students scoring 80% or greater. The following year, the number of students increased to 481, with 89% achieving above 80%. Similarly, in the 2020-2021 academic year, 446 students were enrolled, and 89% scored 80% or higher again. In the 2021-2022 academic year, there were 412 students, with 88% meeting the achievement target. 2022-2023 saw 421 students enrolled in AP and Honors courses, with 91% achieving 80% or greater. To incentivize student participation and provide support in honors and AP courses, PA Virtual established subject-specific, local chapters of subject-specific National Honors Societies in addition to the National Honor Society. By utilizing College Board courses and a standards-aligned core curriculum, PA Virtual ensures students receive high-quality instruction that meets state and national standards. PA Virtual defined a goal to engage students in meaningful service learning by providing regional opportunities to students and families, encouraging active contributions to students' local communities. The school organizes a school-wide outing day each year, featuring multiple events across the state, where students can actively participate in service-oriented activities. Several clubs and organizations also engage in service-oriented projects, and seniors can select a service-learning focus as part of their required Capstone Graduation project. These initiatives foster a sense of social responsibility and provide valuable hands-on experiences that enrich learning. Compliance: PA Virtual aims to ensure and maintain 100% compliance with all Individualized Education Program (IEP) documentation for

students in grades K-12. The school has consistently achieved high levels of compliance: In the 2018-2019 school year, compliance was 99.46%, followed by 99.48% in the 2019-2020 school year. The subsequent years saw further improvements, with compliance rates reaching 99.90% in 2020-2021 and 99.89% in 2021-2022. In the current school year of 2022-2023, PA Virtual has maintained a high level of compliance at 99.81%. Special education teachers play crucial roles in maintaining all timelines related to their caseloads, ensuring the timely completion of IEP documentation. PA Virtual has implemented a range of checks and balances within its platforms and systems to uphold compliance, along with regular monitoring of spreadsheets for individual reviews. These efforts exemplify the school's success in providing exceptional support and meeting the specific needs of students with IEPs.

**Explain how the scores correspond to the goals identified in the current charter.**

New yearly targets and baselines were established in 2017. The Pennsylvania Value-Added Assessment System (PVAAS) and diagnostic testing show that some of the initiatives implemented under the current charter were effective; however, the unprecedented challenges presented by the pandemic interrupted instruction (for students migrating to PA Virtual due to home- school closures) and participation in test administration. Before the pandemic, proficiency rates in Math/Algebra, English Language Arts/Literature, and Science Biology moderately increased toward yearly school proficiency goals established during the baseline test year of 2016-2017. Post-pandemic proficiency rates fell significantly, and the decrease in proficiency post-pandemic is attributed to the concurrent decline in test participation rates, given the penalty applied for non-participation. Pertaining to the numerous goals stated above, PA Virtual recognizes that the scope and number can be refined and condensed to relate more accurately to student achievement and growth. While implementing service learning may positively impact the community and student satisfaction, it does not necessarily affect student assessment outcomes. Goals such as ensuring teachers are using PA Core standards to design and deliver instruction with a focus on Math and English Language Arts (ELA), increasing participation in diagnostic assessments, increasing opportunities to provide remedial support, and enhancing teachers' and students' online instructional competencies do play a role in effecting positive outcomes for students. Our score results indicate that a better result can be expected by revising goals to be more specific and more directly intended to increase student growth and achievement. During the 2020-2021 school year, the position of special education instructional coordinator was developed. This position assists and supports special education teachers in developing appropriate academic programming and assisting teachers in maintaining compliance with their individual caseloads.

**Discuss how the scores correspond to academic growth as established in the Pennsylvania Accountability System.**

Pennsylvania Value-Added Assessment System (PVAAS) growth varied from 2018 to 2022. For instance, in 2018 and 2021, PA Virtual met or exceeded the growth standard for English Language Arts (ELA) across all grades, while growth for ELA was mixed in 2019 and 2020. Similarly, for Math, PA Virtual met the growth standard across all grades in 2018 and exceeded the growth standard in 2021, while growth in 2019 and

2022 was mixed. However, in 2020-2021, PA Virtual met or exceeded the growth standard for nearly every grade and subject. Further, PA Virtual met or exceeded the growth standard for Science (grades 3-8) from 2018 to 2022 with one exception (2022, 4th grade). Finally, PVAAS Value Added summaries for Keystone Exams show that, except for Biology in 2018, PA Virtual consistently met or exceeded the growth standard from 2018-2022 in all tested subjects.

**Additional Comments.**

## Benchmarks and Goals

### Benchmarks and Goals Descriptions

#### State Assessments (PSSA, PASA, Keystone)

##### Describe Progress

Progress in state assessments of PA Virtual students has shown mixed results. Before the pandemic, there was moderate progress in proficiency rates for Math/Algebra, English Language Arts/Literature, and Science Biology, moderately aligning with the yearly school proficiency goals set in the baseline test year of 2016-2017. However, we experienced a notable decline in proficiency rates after the pandemic. It is important to note that this decrease in proficiency can be attributed to the significant drop in test participation rates and the associated penalty applied. Reduced test participation and the applied penalty undoubtedly influenced the decrease in post-pandemic proficiency rates.

##### Explain Interventions

PA Virtual implemented a range of interventions to increase proficiency on state tests. This included skills sessions, explicit instruction to standards, cyclical review of standards, use of benchmarking and diagnostic tools for ongoing assessment, incorporation of standards in lesson plans, adoption of a standards-based approach, academic support services, enrichment classes, and Keystone Prep Courses for practice and familiarity with the testing format. The addition of scheduling software and more streamlined and targeted parent/learning coach communication also aimed to improve student participation in state assessments. To comply with requirements and regulations in the administration of state tests, PA Virtual constructed an action plan for the 2022-2023 school year, refining the initiative to support student participation. PA Virtual Charter School actively supports new students and their families as they enroll. Parents are informed that standardized state testing is a PDE requirement that PA Virtual must comply with. To ensure clarity and understanding, the staff holds Parent Information Sessions online, where Parent Ambassadors (volunteers who are well-oriented to the school and its operations) explain the testing process. The Data and Assessment Team assigns students to test sites across Pennsylvania, minimizing the travel time as much as possible. In cases of non-response, Family Support Coordinators reach out to parents to ensure they are well-informed about the testing arrangements and assist with confirming attendance. To facilitate a smooth transition for new students, the Orientation Team runs mandatory New Student Orientation sessions, further emphasizing the importance of standardized testing to students and their families. Communication about testing is regular and ongoing and includes publishing the school calendar early with testing windows and dates to keep everyone informed. An Introduction to High School Presentation focuses on Keystone Testing and Act 158 requirements for 9th graders and new students. Principal Podcasts and Digital Newsletters are published monthly throughout the school year. These newsletters, tailored to each grade level, promote state testing and thoroughly explain Act 158 requirements. Additionally, they include test tips and recommendations to help students feel confident and achieve excellent results. A specially designated area in the Learning Management System, Blackboard, focuses solely on testing, providing preparatory materials, previously released items, flashcards, and teacher-designed instructional items. To ensure

clarity and understanding, the staff holds Parent Information Sessions online, where Parent Ambassadors (volunteers who are well-oriented to the school and its operations) explain the testing process. The Data and Assessment Team assigns students to test sites across Pennsylvania, minimizing the travel time as much as possible. In cases of non-response, Family Support Coordinators reach out to parents to ensure they are well-informed about the testing arrangements and assist with confirming attendance. To facilitate a smooth transition for new students, the Orientation Team runs mandatory New Student Orientation sessions, further emphasizing the importance of standardized testing to students and their families. Communication about testing is regular and ongoing and includes publishing the school calendar early with testing windows and dates to keep everyone informed. An Introduction to High School Presentation focuses on Keystone Testing and Act 158 requirements for 9th graders and new students. Principal Podcasts and Digital Newsletters are published monthly throughout the school year. These newsletters, tailored to each grade level, promote state testing and thoroughly explain Act 158 requirements. Additionally, they include test tips and recommendations to help students feel confident about testing and do their best. A specially designated area in the Learning Management System, Blackboard, focuses solely on testing, providing preparatory materials, previously released items, flashcards, and teacher-designed instructional items.

## **Local Assessments**

### **Describe Progress**

PA Virtual made progress on local assessments by adjusting tools used to measure student growth. In the 2022-2023 academic year, PA Virtual implemented the Classroom Diagnostic Tools (CDT) across grades 4-12, providing a comprehensive assessment tool aligned with state standards. Additionally, the lower elementary grades used Dibels/Acadience. These efforts resulted in some progress in student growth, as evidenced by the 2022-2023 assessment results.

### **Explain Interventions**

To improve progress on local assessments, PA Virtual implemented various interventions, including establishing an effective assessment schedule and communication plan and conducting data meetings at the individual, grade, and department levels for analysis and intervention planning. The administration emphasized and implemented explicit instruction, academic support services, enrichment classes, and a Multi-Tiered System of Support (MTSS). Additionally, the school adopted the Classroom Diagnostic Tools (CDT) and Dibels assessments to monitor student progress and guide instruction.

## **Measurements of Academic Growth (PVAAS)**

### **Describe Progress**

Measurements of academic growth at PA Virtual varied from year to year between 2018 and 2022. However, PVAAS data from certain years indicated positive outcomes, with students across various groups meeting or surpassing the growth standard. Notably, PA Virtual achieved or exceeded the growth

standard for all three Keystone Exams during 2018-2022 with the exception of Biology in 2018. In 2018 the growth standard across all grades was met or exceeded in all PSSA subjects and in Keystone Algebra and Literature. In 2021 the growth standard across all grades was met or exceeded in all PSSA subjects and all Keystone subjects. In the 2020-2021 academic year, the All Student, Black, Hispanic, White, Economically Disadvantaged, IEP students and the lowest performing 33% of students subgroups met or exceeded the growth standard for PSSA in Math, English Language Arts, and Science (except the lowest performing 33% of students in Keystone Biology). All Students, Black, Hispanic, White, Economically Disadvantaged, IEP students, and the lowest performing 33% met or exceeded the growth standard in Algebra and Literature in 2021-2022. Results were the same for Keystone Biology in 2021-22 with the exception of the Hispanic subgroup, which did not meet the standard in 2022.

### **Explain Interventions**

PA Virtual made significant progress in academic growth through targeted interventions. These included skills sessions, explicit instruction aligned with standards, cyclical review of standards, use of the Classroom Diagnostic Tools (CDT), monitored incorporation of standards into lesson plans, adoption of a standard-based approach, effective parent/learning coach communication, academic support, enrichment classes, and Keystone prep courses.

### **Adjusted Cohort Graduation Rate (if applicable)**

#### **Describe Progress**

PA Virtual has observed positive trends in its high school cohort graduation rates over the past five years. In the 2017-18 academic year, the cohort graduation rate was 78.0%. The rate was 75.7% in the 2018-19 school year. PA Virtual quickly rebounded and saw an improvement to 77.9% in 2019-20. The upward trajectory continued in 2020-21, with a cohort graduation rate of 81.8%. The most recent data for 2021-22 demonstrates remarkable progress, with a cohort graduation rate of 88.5%. These trends reflect PA Virtual's commitment to supporting students throughout high school and ensuring they complete their education. Graduation rate subgroup data for the 2021-2022 school year is as follows: Black, 86%; Hispanic 88.8%; White, 89%; Multiracial, 90%; Special Education, 91%; EL, 100%; Economically Disadvantaged, 79.7%.

### **Explain Interventions**

PA Virtual achieved an excellent high school graduation rate by implementing several interventions, including a Student Attendance Improvement Plan, early identification of at-risk students based on attendance and grades, counseling sessions at each grade level, curricular additions aligned with post-secondary goals, Academic Support teachers for individualized assistance, work-based opportunities and independent study options, engagement through clubs and organizations, peer-to-peer tutoring, and an academic referral process with HS administration support. These interventions addressed various

factors impacting graduation rates and provided students with the necessary support and resources for academic success.

## **Regular Attendance**

### **Describe Progress**

PA Virtual has demonstrated progress in maintaining high attendance rates over the years. Analysis of historical data reveals that PA Virtual not only met the statewide performance standard but also exceeded the statewide average of 82.2%. With attendance rates consistently at 95% and above for 2018-2019, 2019-2020, and 2020-2021 highlight the active engagement of most students within the virtual learning environment. PA Virtual proactively responded to the unique challenges posed by the pandemic by implementing various measures to identify and overcome these barriers. The school recognized that families faced additional hurdles and adjustments during this unprecedented time, which necessitated a concerted effort to ensure that students continued actively participating in their virtual learning experiences. PA Virtual Charter School remains dedicated to its mission by maintaining high attendance rates, not only as a measure of student participation but also as a reflection of the school's commitment to student well-being and academic achievement. By continuously adapting strategies and providing ongoing support, PA Virtual strives to cultivate a positive and inclusive learning environment that promotes consistent attendance and enables students to thrive academically. PA Virtual proactively responded to the unique challenges posed by the pandemic by implementing various measures to identify and overcome these barriers. The school recognized that families faced additional hurdles and adjustments during this unprecedented time, which necessitated a concerted effort to ensure that students continued actively participating in their virtual learning experiences. PA Virtual Charter School remains dedicated to its mission by maintaining high attendance rates, not only as a measure of student participation but also as a reflection of the school's commitment to student well-being and academic achievement. By continuously adapting strategies and providing ongoing support, PA Virtual strives to cultivate a positive and inclusive learning environment that promotes consistent attendance and enables students to thrive academically.

### **Explain Interventions**

PA Virtual employs a comprehensive array of strategies aimed at upholding strong attendance rates. These measures encompass an array of practices designed to bolster family engagement and communication, such as advocating for Learning Coach mentoring services and hosting targeted parent learning sessions. The institution also ensures access to local resources and affordable internet options, extends vital resources to eligible families, utilizes text messaging for efficient contact, and assigns dedicated Family Support Coordinators for early intervention and support. During the challenging period posed by COVID-19, PA Virtual's dedication to student and family welfare was evident through its proactive approach in identifying attendance barriers. A multifaceted strategy combining support services, resource allocation, and improved communication was set in motion to address attendance challenges faced by families. Additional resources were allocated to assist families in establishing

effective routines conducive to regular attendance. Parental involvement was promoted to actively monitor student engagement, and transparent lines of communication were established to address any hindrances to attendance. PA Virtual's proactive stance extended to the realm of COVID-19 challenges, employing a systematic approach to pinpointing barriers to attendance and education. This dedication translated into various initiatives aimed at ensuring every student could fully engage in their virtual learning journey. To tackle attendance barriers, PA Virtual consistently analyzes attendance data and trends, allowing for the identification of students struggling with regular class attendance. Teacher, parent, and student feedback further illuminated potential hindrances to participation and attendance. The school's commitment to inclusivity and fairness was underscored by efforts to comprehend the diverse hurdles faced by students and families. Based off of the parent feedback received, PA Virtual issued ISP reimbursements four months in advance to provide support as quickly as possible to families. By maintaining an open channel for stakeholder input and employing data-driven assessments, PA Virtual fostered an all-encompassing grasp of attendance challenges. This proactive methodology facilitated the adaptation of interventions and support services tailored to effectively address these barriers, ensuring students receive an optimal educational experience.

**Have the goals been revised?**

No

**Attach Assessment Calendar**

Assessment Calendars.pdf

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

PA Virtual utilizes diagnostic assessment data to track student progress and identify areas where additional support is needed. Teachers administer a computer adaptive test (CAT) three times a year, which adapts questions based on each student's responses. This unique approach allows the CAT to provide personalized diagnostic information about the student's understanding of the Pennsylvania Assessment Anchors and Eligible Content. The diagnostic exam results provide teachers with immediate access to detailed reports, enabling them to understand each student's strengths and needs from the beginning of the year. These reports serve as valuable tools throughout the year, guiding teachers in meeting individual learning goals. The exam results and other student data are collected in an early warning system and reviewed during data team meetings. This allows for identifying students' weaknesses and designing targeted lessons to address those areas. PA Virtual also utilizes an Early Warning System and data wall, which monitor students' strengths and weaknesses based on diagnostic data, classroom grades, attendance, and behavior (incident/infraction reports). Regular data meetings between administration and teachers facilitate discussions on student progress and inform appropriate teaching strategies. Teachers use the data wall information to design lessons catering to their students' academic and behavioral needs. Struggling students receive support through the Multi-Tiered System of

Support (MTSS) process, addressing their academic progress and behavior through tier two and tier three interventions. PA Virtual's comprehensive, personalized, data-driven approach ensures that every student receives the necessary support for academic achievement and growth.

**Provide a high-level summary of achievement and other outcomes to include trend information and results by student group.**

Black and Hispanic subgroup proficiency rates from 2017 through 2022 consistently trended lower than the All Student and the White group in Math, English Language Arts (ELA), and Science. Both of these subgroups demonstrated growth in 2021 and 2022. In 2021, Black/African American students met or exceeded the growth standard in Math, ELA, and Science; in 2022, they met or exceeded the growth standard in ELA and Science. The Hispanic subgroup in 2022 met or exceeded the growth standard for Math and Science. There was insufficient data (less than 20 students) for the Hispanic subgroup in 2021. Before the pandemic, proficiency rates in Math/Algebra, English Language Arts/Literature, and Science Biology increased toward yearly school proficiency goals established during the baseline test year of 2016-2017. Post-pandemic proficiency rates fell significantly. The data suggests that the decrease in proficiency is likely tied to the concurrent decline in test participation rates and the penalty applied for non-participation. Overall participation rates for Math/Algebra, English Language Arts/Literature, and Science/Biology ranged from 91% to 82% pre-pandemic and fell by approximately half post-pandemic. Before the pandemic in 2020, opt-out rates remained relatively constant at around 5%. Post-pandemic opt-outs remained relatively low, while parent refusals for health and safety significantly increased. PA Virtual utilizes Testing Nirvana scheduling software to manage and inform parents about student test sites, dates, times and assignments. Nirvana provides a means for allowing parents to select reasons when they decline participation. In 2020-2021, due to the recent pandemic and related school closings nationwide, PA Virtual allowed parents to choose "Health and Safety Concerns" as a reason for declining participation. Approximately 86% of parents declining participation selected "Health and Safety" as a reason. In 2021-2022, "Health and Safety" was removed as an option for declining participation. In 2021-22, there was a gain of 10% in test participation over the 2020-2021 rate. Many parents commented that COVID-19, including objections to masking procedures at test sites, were reasons for refusal to participate. Post-pandemic communications to parents explained the various COVID-19 mitigation efforts for testing, including masking (mandatory in 2020-21), social distancing (requiring the acquisition of additional test space), and Personal Protective Equipment supplied to all sites. In 2020-2021, test site staff followed protocols under the guidance of the Centers for Disease Control (CDC) and required strict social distancing, temperature checks, and collection of health screening information from those attending. In 2021-2022, PA Virtual continued to monitor and inform parents about CDC guidelines while relaxing masking, health screening, and social distancing protocols.

**What do these data suggest in terms of the school's short- and long-term goals?**

The data suggests the need to differentiate data related to the performance of subgroups in specific reporting categories through a lens of diversity, equity, and inclusion to differentiate instruction for those

subgroups further to meet or exceed the growth standards more consistently. The necessity to develop a more robust data set by increasing participation in PSSA, Keystones, local benchmarks, and diagnostic assessments. The obligation to improve our 4-year Cohort Graduation rate to achieve the statewide goal of 92.4% by 2030. The need to increase efforts that maintain and enhance our average daily regular attendance state as reported through the Future Ready PA Index. Achieve the state performance standard of 98% for the Career Standards Benchmark.

**How do these goals relate to the school improvement plan, if any?**

Key elements of the current school improvement plan include Career standards, Benchmark and Diagnostic Assessments, student performance levels on PSSAs and Keystone Exams (including student subgroups), and 4-Year Graduation Cohort.

**Provide a 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.**

PA Virtual Charter School enrolls students from across the Commonwealth of Pennsylvania. The nature of the school requires that every family must make arrangements to transport their child to a testing site on multiple days. Families who struggle financially may be unable to afford transportation to and from testing sites, since almost 60% of students are from economically disadvantaged backgrounds. Time off from work for multiple days and childcare for younger children places additional hardship on these families. Furthermore, many PA Virtual families choose virtual schooling due to health and other medical concerns that would hinder them from attending school if not for the virtual option. To comply with requirements and regulations in the administration of state tests, PA Virtual constructed an action plan for the 2022-2023 school year, refining the initiative to support student participation. PA Virtual Charter School actively supports new students and their families as they enroll. Parents are informed that standardized state testing is a PDE requirement that PA Virtual must comply with. To ensure clarity and understanding, the staff holds Parent Information Sessions online, where Parent Ambassadors (volunteers who are well-oriented to the school and its operations) explain the testing process. The Data and Assessment Team assigns students to test sites across Pennsylvania, minimizing the travel time as much as possible. In cases of non-response, Family Support Coordinators reach out to parents to ensure they are well-informed about the testing arrangements and assist with confirming attendance. To facilitate a smooth transition for new students, the Orientation Team runs mandatory New Student Orientation sessions, further emphasizing the importance of standardized testing to students and their families. Communication about testing is regular and ongoing and includes publishing the school calendar early with testing windows and dates to keep everyone informed. An Introduction to High School Presentation focuses on Keystone Testing and Act 158 requirements for 9th graders and new students. Principal Podcasts and Digital Newsletters are published monthly throughout the school year. These newsletters, tailored to each grade level, promote state testing and thoroughly explain Act 158 requirements. Additionally, they include test tips and recommendations to help students feel confident

about testing and do their best. A specially designated area in the Learning Management System, Blackboard, focuses solely on testing, providing preparatory materials, previously released items, flashcards, and teacher-designed instructional items. When needed, staff refer students to Academic Support for dedicated 1:1 and small group enrichment in ELA, Science, and Math standards to support students academically. Assistant Principals support academic needs and non-compliance issues, linking learning coaches and teachers as they receive teacher-submitted academic referrals. A systematic Academic Probation procedure addresses attendance concerns that involve Family Support and Student Services, Guidance Counselors, Teachers, Learning Coaches, Staff, and Administration.

Testing Irregularities: Below is a summary of PA Virtual’s testing irregularities and outcomes over the duration of our Charter.

22-23 SY: PA Virtual had three minor testing irregularities that were reported to PDE where booklets needed to be marked as “do not score”.

21-22 SY: PA Virtual had two testing irregularities that were reported to PDE, one of which warranted staff discipline. For example, in one instance a test proctor read several sentences after the instructions. In another instance there was a testing security breach that warranted the discipline of two staff members.

20-21 SY: PA Virtual had one minor testing irregularity that was reported to PDE where booklets needed to be marked as “do not score”.

19-20 SY: No testing due to Pandemic

18-19 SY: No Irregularities Reported

## Educational Programs

**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.**

**Learning Management System:**Students access the curriculum through a learning management system that creates a virtual “school building” for students, teachers, staff, and parents. All enter the “school” using a unique username and password. Once in the “building,” all stakeholders, depending on their login credentials, have access to information pertinent to their academic success. Students enter their teacher’s online classroom, where they can access teacher information, course documents, assignments, assessments, resources, and announcements and gain access to the virtual live classroom for synchronous instruction. **Virtual Classrooms:**Virtual classrooms are designed and developed by individual teachers using a common template, which students and Learning Coaches access through the Learning Management System. These student-enrolled-only virtual classrooms are the heart of teaching and learning at PA Virtual. Work in the classroom is teacher-directed but student-driven. Certified teachers provide instruction using differentiated strategies, including but not limited to inductive and deductive reasoning, hands-on, inquiry-based lessons, collaborative group work, and opportunities to learn through discovery and exploration. Teachers deliver instruction via a web camera and microphone, which allow students to interact directly and synchronously with their teacher and classmates daily. Virtual classroom functionality continues to develop and expand, allowing teachers various instructional and engagement tools. Teachers at PA Virtual receive ongoing professional development regarding the most current virtual classroom tools. **The Online School Platform:**The online school platform provides students access to daily and/or weekly lesson plans. Teachers provide detailed lesson plans for each subject lesson. Along with direct instruction from their teacher, lesson plans guide students through the learning process. The online learning platform allows students to move through the curriculum at a pace conducive to each individual’s learning needs. Teachers review student progress in their online coursework through various reports and provide remediation or enrichment based on each student’s growth and progress. Each lesson can include one or all of the following components: direct instruction, hands-on exploration, use of manipulatives and games, and practice exercises. With support from their teacher and learning coach, students complete lessons via the online learning platform. Various formative and summative assessments ensure mastery of course content and standards. **Asynchronous Instruction:**While most students enrolled at PA Virtual participate in daily, synchronous instruction (virtual live classes) with their teachers in the virtual classroom, a portion of our students are provided instruction in an asynchronous format. In the Elementary school, 18.5% of students participate in asynchronous programming, with those numbers decreasing as the students progress to more difficult content. 11% of Middle School students have an asynchronous learning path, which falls to 9% at the High School. Participation in asynchronous instruction requires students to meet an established set of benchmarks, including having an involved and engaged learning coach, consistent and regular attendance, maintaining high academic performance, and meeting regularly with their assigned teacher to ensure progress. Failure to comply with the requirements results in a student being moved back to synchronous instruction.

## **Curriculum Framework, Maps, or Scope and Sequence**

### **English Language Arts**

K12 ELA Framework.pdf

### **Mathematics**

Math K-12 Curriculum Frameworks.pdf

### **Science**

K-12 Curriculum Science Framework.pdf

### **Social Studies**

K-12 Curriculum History Framework.pdf

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

Students in grades kindergarten through 3 complete the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, designed to measure and monitor the development of essential early literacy skills, including phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. These assessments are administered three times per year, corresponding with the school year's beginning, middle, and end. The assessment consists of various short tasks/subtests that evaluate specific literacy abilities, including letter naming, phonemic segmentation, oral reading fluency, and more. DIBELS provides educators with valuable information about student progress and helps identify areas where additional support may be needed. The data obtained from DIBELS assessments assist teachers in making instructional decisions, implementing targeted interventions, and monitoring students' growth over time. In 2022-2023, students in Grades 4 through 12 were assessed using the Classroom Diagnostic Test (CDT) assessment, designed to measure students' proficiency and growth in English Language Arts (ELA), Math, and Science. The CDT was used to gather information about students' strengths, weaknesses, and progress in relation to academic standards. In 2023-2024, students will take the NWEA MAP Growth assessment. Like the CDT, this diagnostic helps teachers identify individual student needs, determine instructional strategies, and tailor their teaching to address specific areas of improvement. Using the data obtained from assessments, teachers make informed instructional decisions, differentiate instruction, and effectively support students' academic growth while providing meaningful insight to Learning Coaches about their student's progress. Virtual Classroom-Based Assessments: Detailed accountability and assessment systems are an integral

curriculum component. Online and offline assessments evaluate student content proficiency for each lesson and unit. If a student does not demonstrate mastery of unit concepts and skills, the student has access to remedial opportunities directly in the online curriculum. Along with the results of diagnostic assessments, teachers use the results of online school assessments to adjust their planning and instruction to meet the needs of students more effectively. Lesson Assessments: The online curriculum assesses students after every lesson in core subject areas to ensure the meeting of lesson objectives and that students have mastered the standards addressed in the assessed lesson. Along with the online and offline assessments provided in the online learning platforms, synchronous classes in the virtual classroom provide opportunities for formative and anecdotal assessment. As students complete these assessments, teachers monitor and adjust their instruction to ensure that all students have the opportunity to master the lesson objective. In these classes, teachers build activities to assess student learning during each class. Teachers also provide offline graded assignments to gauge learning. Upon review of student performance on these assessments, teachers monitor and adjust their learning activities to ensure that all students can achieve proficiency on the lesson objective. Unit Assessments: These assessments assist teachers in determining the level to which each student has mastered the critical learning objectives for the unit. At the high school level, mid-term and final exams provide key summative benchmarks for teachers. Following the mid-term evaluations, teachers can reteach content that students have struggled to master. Teachers use all assessment data in collaboration with the student and the Learning Coach to form a complete picture of a student's academic progress and growth. Curriculum-Based Assessments: Teachers of students in all grades, K-12, develop, collect, and evaluate curriculum-based assessments in Math, Language Arts, History, and Science to determine to what degree students are mastering concepts and skills and attaining academic standards. Designed to be summative, these assessments provide teachers with an additional opportunity to determine if the student has mastered and can apply the concepts taught in the lesson. These assessments allow teachers to provide direct, constructive feedback to students regarding the quality and content of their work. Opportunities to revise submitted assessments allow students to reflect on their teacher's feedback and make their final product more complete. The recursive nature of this process ensures students an opportunity to provide their teacher with the best example of their work in all subject areas. Statewide Standardized Assessments (PSSA & Keystone): Students at PA Virtual participate in all required standardized assessments required by the Commonwealth of Pennsylvania. For students in grades 3 through 8, this means participation in the Pennsylvania State System of Assessment (PSSA) tests in the areas of Reading, Mathematics, and Science. District administration, principals, and teachers review the results to determine student strengths and areas of need. Following this data review, decisions are made about prioritizing student placement in support groups and focusing on curriculum elements that are shown to be an area of need for students. Staff development opportunities are also developed using the results of PSSA data to indicate areas of instructional need for teachers. Results of PSSA assessments are shared with families so that they may also support student growth in areas of academic need indicated by the data. Students enrolled in Keystone trigger courses (Algebra I, ELA 10, and Biology) participate in the Keystone exams upon successfully completing the prerequisite coursework. The results of these assessments are reviewed and analyzed by district administration, principals, and teachers to determine student strengths and areas of need. Following this data review,

students are placed into Keystone remediation courses as needed. Specific staff development is provided to teachers responsible for ensuring students demonstrate proficiency on the exams. As part of this staff development, teachers consider their instructional practices and how student diagnostic and benchmarking data compares to their Keystone performance. PA Virtual shares the results of the Keystone assessments with families so that they may also support student growth in areas of academic need indicated by the data.

### **Describe instructional strategies used to support student learning.**

The Multi-Tiered System of Support (MTSS) process is a multi-tiered approach to providing services and interventions to meet the instructional needs of all students. Multiple data sources are used for decision-making, placement, and movement into and within the tiers. All teachers engage in a six-week progress monitoring cycle for all students, providing feedback on academic performance and making recommendations for improvement. Notes are housed within the Student Information System (SIS) and accessible to administration and staff, allowing for collaborative efforts to assist struggling learners. Staff also refers individual students with significant needs to Assistant Principals as part of an early warning system of response and intervention. Benchmark testing is completed three times per year: In the beginning, to establish a baseline for student achievement on grade level material and to adjust the placement of students in appropriate courses as needed. In the middle, to measure skill acquisition and adjust instruction as needed. In the end, to measure skills retention and help inform course placement decisions for the following year. Tiers are broken down into three levels: Tier 1 - Core/Universal Instruction and Intervention (all students, preventative, proactive) Students are placed in a fully synchronous, fully asynchronous, or blended model of instruction. Classroom instruction is standards-based and differentiated to meet the diverse learning needs of students. Tier 2 - Targeted Intervention for At-Risk Students (some students, high efficiency, rapid response to student needs) Students in Tier 2 require additional assistance in meeting academic goals. Tier 2 students receive targeted and small group interventions—or evidence-based supports—to help. The targeted support in Tier 2 allows struggling students to catch up with their peers. Tier 3 - Intensive Intervention for High-Risk Students (individual students, assessment-based, high intensity) If students don't respond well to Tier 2 supports or demonstrate a more intense need, Tier 3 supports provide more frequent, intense, and individualized interventions. The intensive support in Tier 3 allows these students to grow on individualized goals. PA Virtual's K-12 virtual school setting adheres to the Pennsylvania Department of Education's focus on effective instruction and employs proven instructional strategies that promote student achievement. These strategies also engage students, foster critical thinking skills, and support the overall learning experience. The following are examples of instructional strategies PA Virtual utilizes in classrooms: Differentiated Instruction: Recognizing students' diverse learning needs and abilities, teachers tailor instruction to meet individual student needs and provide appropriate challenges to support and maximize student achievement. Synchronous and Asynchronous Learning: Using synchronous (real-time) and asynchronous (self-paced) learning activities, teachers allow students to engage with content in various ways. Synchronous sessions are used for live discussions, virtual lectures, and collaborative/hands-on activities. In contrast, asynchronous activities allow students to work

independently with required teacher check-ins during regularly scheduled office hours. Asynchronous students follow a prescribed curriculum and teacher-created lesson plans that are reviewed and aligned to state standards.

**Project-Based Learning (PBL):** Students engage in real-world projects that require applying knowledge and skills to solve problems or create meaningful artifacts. Project-based learning promotes students' critical thinking, collaboration, and creativity. Students elect to work on projects beyond the classroom, such as the Governor's Civic Engagement Award, The PennDOT Innovations Challenge, and The Scholastic Art and Writing Awards. Members of PA Virtual subject-specific honors societies collaborate on initiatives and projects that benefit the school community and communities across the Commonwealth. Students creating and refining simple machines, creating a cookie cookbook applying classroom ideas, robotic design, nature investigations, inventions, art, and music-based projects are examples of PBL offered in courses and clubs.

**Personalized Learning Paths:** Teachers create personalized learning paths for each student using technology tools, data-driven benchmarks, and diagnostic assessments. This approach allows students to progress at their own pace and receive targeted instruction based on their strengths and improvement areas. Using a six-week progress monitoring cycle, teachers review and update each student's class achievement and observational notes in the student information system, making anecdotal and grade-based data points alongside attendance data, communication notes, and other cross-departmental data to compile both a historical and current profile on each student whereby decisions can be made for their ongoing and future success. The documentation begins with enrollment and follows the student through each year of attendance at PA Virtual, providing opportunities to notice trends and make instructional and programmatic adjustments as needed.

**Formative Assessment:** Teachers regularly assess student understanding throughout the learning process through frequent checks for understanding, in-class quizzes using innovative tech and gamification, discussions, or short assignments that provide immediate feedback to both students and teachers.

**Collaborative Learning:** Teachers encourage student collaboration through virtual group projects or live and online discussions, fostering enhanced communication skills, teamwork, and a sense of community. Collaborative learning provides peer-to-peer support and knowledge-sharing opportunities through the Google platform and other collaboration tools. The Learning Management System, Blackboard, allows for student collaboration through monitored discussion boards, live web-based video conferencing, polling features, and supplemental Web 2.0 tools. PA Virtual leverages technology tools and resources essential in a cyber school setting. Interactive multimedia, educational apps, virtual simulations, and online resources enhance instruction, engage students, and provide opportunities for self-directed learning.

**Independent Study:** In High School, Independent Study benefits seniors or other graduation candidates who have exhausted available course offerings or demonstrate a specific need for Independent Study. Eligible students select and study a topic to strengthen a college application, prepare for a future job, and delve into a strong personal interest that is aligned to appropriate/relevant academic standards as identified in the program application and final reflection or leverage gainful employment as a learning opportunity. Independent Study allows students to emphasize their interests, aptitudes, and abilities following the Board of Trustees policies and permits students to learn in diverse educational settings.

**Career Exploration:** This High School program provides students with access to enhanced career exploration activities under the supervision of dedicated Career Educators. Students begin in 9th grade with the Digital Citizenship and Career Exploration course, which

lays the foundation for students to begin exploring their career and college-related options and interests. In 10th grade, students take the Reaching Your Academic Potential course, which introduces students to goal setting necessary for college and career success and serves as a practical transition to the 11th-grade course, College and Career Goals. Here, students' career exploration takes off. Students learn about military and public service career options, participate in a virtual career day, and engage in job search processes that could lead to an internship, apprenticeship, or outright job placement. The Career Exploration program concludes with the 12th-grade Capstone Graduation Project, the culminating project (some of which include service learning and PBL) that enables students to reflect on and document their high school career exploration journey.

**Regular Communication and Feedback:** Teachers establish clear communication channels between teachers, students, and Learning Coaches, vital for ongoing support and feedback. Regular check-ins, virtual office hours, and timely feedback on assignments help students stay on track and address any challenges they may encounter.

**Dual Enrollment:** Starting in 2023-2024, PA Virtual will partner with the Temple University College of Education and Human Development department to offer dual enrollment program opportunities for eligible high school students. The program allows students to earn college credits while still in high school, with courses taught by Temple University's College of Education and Human Development department instructors. Dual enrollment courses will be delivered online, allowing students from all areas of the Commonwealth to participate from anywhere with an internet connection. Students who complete dual enrollment courses will receive college credits from Temple University and high school credits from PA Virtual Charter School. The credits earned through the program will be transferable to other colleges and universities, providing students with a head start on their college education and potentially saving them time and money in the long run.

**Upload school calendars for both the current school year and the upcoming school year.**

23-24 SY Academic Calendar.pdf

22-23 SY Academic Calendar.pdf

## **Staff Evaluation and Professional Development**

**Describe the professional development in place to support teachers in providing a standards-based education for all students.**

At the beginning of the school year, PA Virtual provides 4 days of training to all staff. This training includes, but is not limited to: Review of school goals Review of the previous school year Introduction of the foci of the new school year Finance updates Tech updates Charter School updates Instruction Program/Department meetings with Supervisors Diversity, Equity and Inclusion (DE&I) Mental Health Structured Literacy Close Reading Text Dependant Analysis (TDA) Mandatory trainings such as; Suicide Prevention, Homeless, ELL, Mandated Reporter, Anti Bullying, Safe 2 Say, Pupil Health, Title IX, Active Shooter Event, Professional Ethics, Culturally Relevant and Sustainable Professional Development continues through the school year every Wednesday afternoon for one hour. The foci for these trainings are tied into the school goals and needs based on data and the school academic leadership team.

**Upload a copy of professional development calendar**

PD\_2022-23 Calendar Semester 1.pdf

PD\_2022-23 Calendar Semester 2.pdf

**What protocol is used to evaluate teachers and administrators?**

At PA Virtual Charter School, professional staff (teachers) undergo evaluations utilizing the Danielson Framework for Teaching. First and second-year teachers receive evaluations twice a year, once in semester one and once in semester two. In contrast, teachers with three or more years of experience are evaluated once a year, with the timeline determined by the principal. If necessary, additional evaluations can be conducted for any teacher. Similarly, administrators are evaluated annually based on their anniversary date, utilizing a locally developed evaluation tool, with the possibility of additional evaluations if required. Non-academic staff also undergo evaluations at least once a year, with more frequent evaluations if needed, and these evaluations occur during the month of their anniversary date using a locally developed evaluation tool.

**Describe the process of observation and evaluation for professional staff and administrators (i.e. frequency, methods, rubrics, etc.)**

PA Virtual Charter School employs a comprehensive process for observing and evaluating professional staff and administrators. Supervisors utilize the Danielson Framework for Teaching to evaluate employees' effectiveness with instructional certificates. First and second-year teachers receive two evaluations annually, one in each semester, while teachers with three or more years experience are evaluated once a year, with the timeline established by the principal. Informal walkthroughs are conducted by principals before formal observations, with the frequency varying depending on the subject

taught. For tested subjects, six walkthroughs occur (3 per semester), while non-tested subjects have four walkthroughs (2 per semester), emphasizing coaching and providing feedback and resources to strengthen teaching skills. The formal observation process includes a self-assessment document, pre-conference, observation, and post-conference. The post-conference concludes with completing a summary document specifying the next steps for improvement and both teacher and principal signing the observation form and the PDE 82-1 form. Instructional staff undergo classroom observation and practice models that comprise eighty-five percent (85%) of the overall rating in planning and preparation, classroom environment, instruction, and professional responsibilities. Teacher-specific data comprises fifteen percent (15%) of the overall rating in several areas. District Goal (10%) is based upon locally developed school district rubrics or goals designed to improve a facet or area of the overall teaching and learning process. Teacher Goals (5%) are based on teacher smart goals for the year. Teachers are rated as Distinguished, Proficient, Needs Improvement, or Failing on the Teacher Observation Tool. Each rating form identifies the overall performance of teachers as one of the following: Distinguished – is considered satisfactory. Proficient – is considered satisfactory. Needs improvement – is considered satisfactory; however, any subsequent overall rating of "needs improvement" issued within ten (10) years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered unsatisfactory. Failing – is considered unsatisfactory. Administrators are evaluated annually based on their anniversary date, with the Performance Evaluation meeting occurring by the last day of that month. Administrators complete a self-evaluation form, while the Chief Academic Officer (CAO) completes the Performance Evaluation form. The Performance Evaluation meeting is scheduled and conducted, and both parties sign the evaluation form. The form encompasses changes to the job description, quality of daily work, and goal summary, aligning with the four domains for Educational Leaders. PA Virtual has adopted organizational standards for teachers and staff, emphasizing personal integrity, organizational ethics, accountability, academic excellence, excellent culture, and compliance. Continuous improvement, consistent communication, and review meetings with staff throughout the school year ensure the upholding of these standards.

**Describe the process of observation and evaluation for nonprofessional staff (i.e. frequency, methods, rubrics, etc.)**

During the first year of employment or upon the start of a new position in the School, the employee will meet with their supervisor during the Introductory Period (45 Day and 90 Day) and at the formal performance evaluation meeting, which occurs in the month of the anniversary date. After the first year of employment and on an on-going basis, the employee will meet with their supervisor at the evaluation meeting, which occurs in the month of the position anniversary date. Additional review(s) may be conducted in the event of a promotion, change in duties/responsibilities, or for other reasons at the supervisor's discretion. Employees must complete and submit to the supervisor a self-evaluation form before the formal review meeting. Twice a year, the supervisor will meet with the employee to establish the employee's goals and performance targets. Goals are based on employee interest and departmental or organizational needs. These meetings will occur during the formal performance evaluation and mid-year goal meetings. Employees must develop one (1) to two (2) goals every six (6) months. The annual

performance evaluation document will formally document goal attainment for the full year. New employees to the School or employees who transitioned to a new position do not need to set goals until their first annual evaluation meeting.

**Discuss the specific activities and trainings employed to support professional staff in a cyber environment.**

PA Virtual Charter School provides comprehensive and ongoing support to its professional staff throughout the academic year. Beginning in August Professional Development, staff members undergo a review of school goals and a review of the previous school year's performance. Staff members are introduced to the focal points of the new academic year, ensuring alignment with the school's objectives. The training also covers essential finance, technology, and charter school policy updates, equipping staff with the latest information necessary for effective virtual instruction. Furthermore, the mandatory training addresses crucial areas such as suicide prevention, homeless support, English Language Learners (ELL) education, mandated reporting, anti-bullying measures, the Safe 2 Say program, pupil health, Title IX compliance, and responding to an active shooter event. Additionally, staff members participate in training sessions that promote professional ethics, culturally relevant and sustainable instruction, and effective responses to diverse student needs. Throughout the school year, PA Virtual supports professional growth through ongoing professional development sessions held every Wednesday afternoon, lasting for one hour. These development opportunities are thoughtfully tailored to address the school's goals and identified needs based on data and input from the academic leadership team. As such, these trainings provide a platform for continuous improvement and a focus on student success, empowering staff to remain current in best practices and stay responsive to emerging challenges in the virtual learning environment. In addition to the structured training days, program and department meetings are held regularly, offering staff members opportunities to collaborate with their supervisors. These meetings address pertinent topics such as Diversity, Equity, and Inclusion (DEI), mental health support, structured literacy instruction, close reading techniques, and Text Dependent Analysis (TDA) strategies. These professional development opportunities ensure that staff remains well-equipped and supported in their personal and professional growth throughout the year.

**Does the cyber charter school have any collective bargaining agreements with professional employees?**

Yes

**Upload collective bargaining agreements with professional employees.**

CBA 23-27.pdf

**Does the cyber charter school have any collective bargaining agreements with nonprofessional employees?**

No

What retirement system does the cyber charter school provide for employees? (Select all that apply):

PSERS (CHECKED)

403B (CHECKED)

**Professional Staff Retention and Turnover**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Total number of professional staff</b>	155	173	233	276	308
<b>Number of professional staff employed in September returning from end of previous year</b>	134	158	146	238	259
<b>Number of professional staff employed in June who completed a full school year of employment</b>	137	153	213	230	252

**Non-Professional Staff Retention and Turnover**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Total number of non-professional staff</b>	74	72	78	85	89
<b>Number of non-professional staff employed in September returning from end of previous</b>	74	58	62	75	75

<b>year</b>					
<b>Number of professional staff employed in June who completed a full school year of employment</b>	57	61	67	70	76

**(1) effectiveness**

Of PA Virtual’s instructional staff members, 23% were rated as Distinguished, 76% were rated as Proficient, less than 1% were too new to rate, and less than 1% were out on leave for the end of the school year. Of PA Virtual’s instructional staff, (99%) received a Final Rating of Satisfactory on annual evaluations. Two instructional staff members were too new in their role to rate, and one instructional staff member was out on leave and was not rated.

**(2) experience level**

Of the School’s instructional staff members, 29% have less than three (3) years of total teaching experience. However, the average tenure of instructional staff is six years, ranging from brand new to the organization to others employed at the school since its inception 22 years ago.

**(3) mapping of credentials to teaching assignments for the most recently completed school year**

Of the School’s instructional staff members, 100% are appropriately certified for their assignment/grade level.

**Upload evidence that staff members have the training and resources they need to perform effectively.**

Evidence that staff members have training (5).pdf

**Upload records of entering/uploading Act 48 credits**

Records of entering.uploading Act 48 credits.pdf

Record of entering Act 48 Credits DEI (1).pdf

**Upload records of inductees’ mentoring experiences**

Mentor attachments (2).pdf

**Upload a list of current mentors**

Mentor List (2).pdf

## Financial Solvency

### Finance, Facilities, and Budget

#### **How frequently are the school budget and financial records reviewed by the Board of Trustees?**

As required by the Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, the annual budget is presented for adoption to the Board of Trustees (BoT) annually. PA Virtual follows the process prescribed in the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems (PDE-MARFP Chapter 14) when developing its budget. Chapter 14 of the PDE-MARFP proposes a budget cycle that contains planning, preparation, adoption, implementation, and evaluation components. After careful analysis and consideration, the Budget is prepared and presented to the Finance Committee of the Board of Trustees, who review and forward the completed budget to the PA Virtual Board of Trustees. After the public advertisement, again following procedures set forth by PDE-MARFP Chapter 14, the BoT adopts the budget at a public meeting in the month of June. Lastly, PA Virtual prepares the budget and submits the budget within fifteen (15) days of adoption as required by PDE's Bureau of Budget and Fiscal Management. Financial records are reviewed in accordance with the By-Laws of PA Virtual's Board of Trustees monthly. After the financial books of record are closed, a financial reports package is submitted to the board electronically once a month. This report package contains a balance sheet, various income statements, and, depending on the time of year, an income statement forecast and a cash flow forecast, amongst other reports. The month-end financial packet is submitted electronically to the BoT and is reviewed in detail by the Board of Trustees Finance Committee. Following the detailed review, the Finance Committee of the Board of Trustees makes recommendation(s) to the Board of Trustees at large to accept or reject the financial statements presented. Action on accepting and ratifying the financial statements occurs in public sessions during regularly scheduled Board of Trustee meetings throughout the school year.

**Please describe the review process and be sure to include the following:**

- Person(s) responsible for review of contracts, invoices, and receivables**
- Person(s) who has signature authority**

PA Virtual's Board of Trustees (BoT) review and approve contracts entered into by the school, unless delegated by express authority of the BoT or included in the annual budget. Therefore, all contracts that result in expenditures and are contained in the budget, as adopted by the BoT, are reviewed and signed by the CEO and or CFO. Typically, this process includes legal review, by the school's Solicitor, prior to approval. Accounts Receivable are compiled and reported monthly as described in the Board of Trustees By-Laws. Checks are signed in accordance with the Separation of Duties guidelines found in PA Virtual's Financial Control Policies. Separation of duties, a key concept of internal control, requires that no single individual should have control over two or more phases of a financial transaction or operation, so as to ensure that a deliberate fraud is more difficult to perpetrate by any one individual. Therefore, and in an effort to mitigate financial discrepancies, the following procedures are followed: The person making a disbursement request cannot authorize that same disbursement. The check signatory (signer) cannot be:

a) The person who creates or processes the disbursement request. b) The person who prepares (does) the financial bookkeeping. Check signatories will not reconcile the school's bank statement. Someone without signatory authority will reconcile the school's bank statements. A person other than the one recording the school's cash receipts will prepare checks for deposit (documentation and record-keeping). Blank check stock will be kept under lock, at all times, and signed out by the person processing disbursements.

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

The school's Finance Department provides information which helps PA Virtual's management team allocate and use resources (for example, money, time, employees, equipment, etc.) effectively, and as efficiently, as possible. It also helps the Commonwealth of Pennsylvania, the public, auditors, and other constituents evaluate how effective the school's management is in achieving the financial goals of the organization. The school's Finance Department is instrumental in assisting administrators and managers allocate and use resources effectively. It does so by: 1) Determining policies and creating workable financial plans. 2) Directing, coordinating, and controlling financial and business operations. In addition, the PA Virtual Finance Department has developed financial control procedures designed to ensure proper control and management of school financial resources. The financial control procedures emanate from the financial controls prescribed in the By-Laws. Specific procedures, relative to the financial control policies, could be found in the PA Virtual Financial Policy. Additionally, PA Virtual's finance team references PA Act 22, PA Act 88 and the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems (PDE-MARFP) to ensure financial control procedures are in accordance with State and PDE regulations.

**Upload copies of annual audits for each year of the current charter renewal period**

Financial Audits 2017-2021.pdf

**Upload a copy of the most recent financial statement**

2022 Financial Statments final.pdf

**Upload a copy of the adopted budget for the current year**

Adopted Budget Current Year final.pdf

**Upload a copy of the preliminary budget for the following year**

Preliminary Budget for Current Year final.pdf

**Upload copies of all current insurance policies**

Current Insurance Policies final.pdf

**Upload copies of management contract(s)**

Management Contracts final.pdf

**Upload benefits package**

Benefits Package (4).pdf

**Fund Balance Reserves**

<b>Name</b>	<b>Dedicated Amount</b>	<b>Unrestricted Amount</b>	<b>Balance Check Date</b>
Building Improvement	\$270,000.00	270,000.00	6.30.2023
Student Laptops	\$3,307,414.00	\$3,307,414.00	6.30.2023
Staff Laptops	\$320,960.00	\$320,960.00	6.30.2023
Academic Achievement	\$5,038,020,.18	\$5,038,020,.18	6.30.2023
Career Readiness	\$1,002,440,04	\$1,002,440,04	6.30.2023
PSER Employer Contribution	\$1,846,126.80	\$1,846,126.80	6.30.2023
Unassigned	\$2,664,000.00	\$2,664,000.00	6.30.2023

**Does the school have findings from the Auditor General report that have been resolved?**

No

**Upload copies of leases, deeds, or real estate agreements**

Leases, Deeds, Real Estate Agreements final.pdf

## **Upload lease agreements and invoices/statements for equipment and services**

Lease agreements for equipment.pdf

### **Explain how the cyber charter school commits resources to ensure it achieves its mission.**

PA Virtual's Mission is to provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st-century citizens. We are committed to ensuring this mission by dedicating finances and resources to providing a career program with dedicated career teachers, a career placement and Field Placement Manager that provide opportunities for internships, apprenticeships and different placements based on student interest as we prepare them to be 12th-century citizens. We have also committed funds to the Parent Ambassador Program to provide parent outreach and support new families which aligns to our diamond model of including our parents as our partners in educating our students and taking into account their input when making any technology or curriculum changes.

### **Describe the intersection between the school's purchasing philosophy and educational goals.**

The intersection between the school's purchasing philosophy and educational goals is evidenced through the alignment of our purchasing our educational goals in efforts to promote and fortify a safe and effective learning environment. This includes our choices, processes and practices. Our resources are aligned to support educational goals by ensuring that resources such as teaching materials and technological enhancements have a direct positive impact on the curriculum. For example, we have purchased Gizmos and Nearpod in addition to the core curriculum to ensure alignment with the new Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards. This will help us to meet the goal of meeting or exceeding state standards in these academic disciplines. Our core curricula, Stride K12 and Imagine Edgenuity, provide for student-centered approaches that accommodate diverse learners and varied learning styles. Other resources that promote our student-centered approach are research based and assessment programs such as IXL Learning, Northwest Evaluation Association (NWEA) and Educlimber. Our technological purchases are intended to simultaneously enhance our educational delivery and prepare students to navigate the technological changes in the world. Examples are the Learning Management System, student interface programs, and upgraded student laptops. Our dedication to inclusivity and diversity are evidenced through investment in a contracted curriculum audit and a professional development workshop series focused on diversity, equity and inclusion (DEI). Professional development opportunities that improve the quality of instruction and student services are aligned with our purchasing philosophy. This is evidenced through our focus on providing Adult or Adolescent Mental Health First Aid training to all staff, First Aid and AED training for all administrators and testing site coordinators, conferences and training through nationally recognized associations, and training that can be personalized through programs such as Frontline and

LinkedIn Learning. While ensuring that our purchasing philosophy remains in alignment with our educational goals, we engage practices to ensure that we are expanding tax payer dollars in a responsible manner, thereby ensuring the greatest possible benefit to the Commonwealth and to the students educated with those funds. Evaluation of all purchasing occurs through our “Proposal for Approval” process that requires all impacted parties to review, comment and initial purchase proposals.

**Investment Area**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Professional Development</b>	179,862.83	25,444.07	8,783.11	5,425.08	40,683.35
<b>Technology</b>	2,769,144.00	1,209,458.00	1,209,458.00	1,209,458.00	1,240,454.00
<b>Materials and Other Supplies</b>	6,097,087.28	5,683,248.73	5,706,311.10	7,305,818.64	7,239,335.74

**Explain how professional development investments support the cyber charter school’s priorities as stated in the current charter agreement.**

PA Virtual has aligned its professional development investments to support our school priorities including: meeting or exceeding state benchmarks, increasing PVAAS scores, expanding career readiness, Diversity Equity and Inclusion and all of Chapter 49’s Structured Literacy, Professional Ethics and Common Ground’s culturally responsive and sustaining education.

**Explain how technology investments support the cyber charter school’s priorities as stated in the current charter agreement.**

that provides the student with reliable access to curriculum, online classrooms, supplemental material, and collaboration. The chosen laptop for distribution to students is vigorously tested to ensure all students across the Commonwealth of Pennsylvania have an equal opportunity regardless of internet speeds. The laptops included higher processing power to ensure less buffering and optimal online classroom experiences for the students. Investing in a Learning Management system provides a gateway for students to access course materials, teachers to provide all online instruction, office hours, and supplemental materials that are easy to access. All systems are integrated into a Single Sign-On scheme to ensure students are not spending unnecessary time on password management issues. Online classrooms are selected to focus on student success and collaboration. Rather than using software designed for the business world, PA Virtual utilizes online meeting spaces focusing on student learning and collaboration. These online classrooms allow students to work independently on their own whiteboards to share content with teachers and classmates and work in groups to ensure all students'

learning needs are met at individual levels. Online classrooms provide reports and feedback to staff that they can use in conjunction with benchmark testing and other Multi-Tiered System of Support (MTSS) data to tailor the courses and provide supplemental material to students that are behind grade level, on Grade level, or above grade level the individual level of instruction to meet the students needs. Technology support initiatives are designed to provide students with the technology help they need to ensure their day is spent not with technology issues but focused on curriculum and coursework. Infrastructure investments are designed to ensure student and staff data is safe and reliably available. Infrastructure is purchased and designed to enforce Pennsylvania regulations, such as ensuring all students are residents of Pennsylvania through Geolocation, all assets are tracked and accounted for at all times, and that those same assets are properly patched with the latest security patches and software updates.

**Explain how materials and other supplies investments support the cyber charter school’s priorities as stated in the current charter agreement.**

PA Virtual has invested in materials and other supplies to support our school priorities including: meeting or exceeding state benchmarks, increasing PVAAS scores, expanding career readiness, Diversity Equity and Inclusion and all of Chapter 49’s Structured Literacy, Professional Ethics and Common Ground’s culturally responsive and sustaining education.

**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.**

PA Virtual has and continues to leverage Professional development, materials and supplies to support our priorities including: meeting or exceeding state benchmarks, increasing PVAAS scores, expanding career readiness, Diversity Equity and Inclusion and all of Chapter 49’s Structured Literacy, Professional Ethics and Common Ground’s culturally responsive and sustaining education. Furthermore, we have expanded our career program, student clubs and extracurriculars including national honor societies and other opportunities that support student engagement, social and emotional learning and provide a well rounded curriculum preparing our students to be college and career ready.

**School Facilities**

<b>Facility Name</b>	<b>Address (Street, City, State, ZIP)</b>	<b>Ownership</b>	<b>Purpose</b>
Headquarters	630 Park Avenue King of Prussia, PA 19406	Pennsylvania Virtual Charter School	Main administrative office, Laptop Fulfillment and Reclamation Center, Parent Meetings, Student Socialization Opportunities, Testing and Assessment, Health Screenings

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

No

## Student Services

### Describe the IEP Process.

The Special Education Department designs and delivers instruction and support for students with Individualized Education Programs (IEP) following federal and state regulations. PA Virtual Charter School students receive instruction in their home-based classroom, delivered by certified and highly qualified general education and special education teachers. Students are served within the Least Restrictive Environment appropriate to the individual student, both synchronously and asynchronously. The general education curriculum is utilized with modifications, specially designed instruction, and a variety of supplemental and/or alternative curricula as needed and identified by the IEP team.

**Initial Evaluation and Re-evaluations:** An initial evaluation can be set in motion by school personnel through a Multi-Tiered System of Support (MTSS), Child Find, or through a parent request for an evaluation. PA Virtual Charter School has developed a comprehensive and efficient internal process for parent requests for evaluation. When a parent verbally requests an evaluation, school personnel complete the 'Parent Request for an Initial Evaluation Alert' Google Form to alert the principal/designee of the parent's request. The Google Form entries are then submitted into the PTE Request/PTE Consent Google Sheet for tracking purposes.

A Permission to Evaluate (PTE) - Evaluation Request Form and Procedural Safeguards Notice is sent by the principal/designee (department program specialist) to the parent within ten calendar days of the initial request. The form is generated in Sapphire by the department program specialist and then sent to the family using Dropbox. Forms are tracked on the PTE Request/PTE Consent Google Sheet by the principal/designee (department program specialist). The form is provided to the special education support service coordinator, and a file is started. The department program specialists make three (3) attempts to obtain the signed permission form (Dropbox, email, and phone). If unsuccessful, all attempts are documented on the PTE Request/PTE Consent Google Sheet and also directly on the form.

Principal/designee (department program specialist) sends the faculty/staff input form to the members of the student's team (teacher, academic support, guidance, nurse, etc.). Forms are due within eight days. Upon return of the parent-signed Permission to Evaluate (PTE) - Evaluation Request Form, the principal/designee (department program Specialist) will provide the form to the special education support service coordinator and send it to the school psychologist for review along with all completed faculty/staff input forms. Within ten calendar days of the school receiving the signed PTE, the school psychologist reviews the student data the department program specialist submitted to make an evaluation determination. This extra step is best practice and ensures that the school psychologist is able to make appropriate decisions regarding the need for testing and what specific evaluations may be needed. If an evaluation is warranted, the school psychologist will complete the Prior Written Notice for Initial Evaluation and Request for Consent form (PWN/PTE Consent form). The psychologists will send the PWN/PTE Consent Form to the department program specialist to be sent to the parent via email for electronic signature, including a procedural safeguards notice and overview letter (obtained from school psychologists). The school psychologist will provide all pertinent student data (faculty/staff input forms, previous school records, and any other pertinent data) to the special education support service coordinator. The department program specialist will provide the form to the special education support service coordinator and note the date the form was received signed on the PTE Request/PTE Consent Google Sheet. If the

parents do not sign the PWN/PTE-Consent form the department program specialist will make multiple attempts (phone call, text message, email) to the parents to obtain a signature. If no response follows these attempts (three attempts in full), the department program specialist will send the form by certified mail and include the procedural safeguards. The department program specialist will then document all attempts on the Google Sheet and directly on the PWN/PTE Consent form and provide the document to the special education support service coordinator. Upon receipt of the signed PWN/PTE Consent (if received), the department program specialists will stamp the received date and provide the document to the special education support service coordinator. The department program specialist will then update the Google Sheet documenting that the PWN/PTE Consent was received and signed. The special education support service coordinator will contact providers to schedule the student's necessary evaluation(s). If an evaluation is not warranted/refusal to do an evaluation, school psychologists will complete the Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN). The psychologists will send the NOREP/PWN to department program specialists to be sent to parents via email for electronic signature, including a procedural safeguards notice. The school psychologist will provide all pertinent student data (faculty/staff input form, previous school records, and any other pertinent data) to the special education support service coordinator. The department program specialist will provide the form to the special education support service coordinator and note the date on the PTE Request/PTE Consent Google Sheet. If no response follows the phone call and email attempts (three attempts in full), the department program specialist will send the form by certified mail and include the procedural safeguards. The department program specialist will then document all attempts on the Google Sheet and directly on the PWN/PTE Consent form and provide the document to the special education support service coordinator. The special education support service coordinator will file the document in the student's folder and move the file to the Inactive Sub Folder- PA Virtual Declined Evaluation. Upon receipt of the signed NOREP/PWN (if received), the department program specialists will stamp the received date on the form and provide the form to the special education support service coordinator. The special education support service coordinator will move the student's file to Inactive Sub Folder-PA Virtual Declined Evaluation. The department program specialist will update the Google Sheet. When a parent initiates a request in writing, school personnel immediately complete the 'Parent Request for an Initial Evaluation Alert' Google Form to alert the principal/designee of the parent's request. The Google Form entry is then submitted into the PTE Request/PTE Consent Google Sheet for tracking purposes. The school principal/designee (department program specialist) will forward the written request to the school psychologist. The principal/designee (department program specialist) sends the faculty/staff form to the members of the student's team (teacher, academic support, guidance, nurse, etc.). Forms are to be returned within eight days. Input forms are then forwarded to the school psychologist. Within ten calendar days, the school psychologist reviews the student data the department program specialist submitted to make an evaluation determination. If an evaluation is warranted, the school psychologist will complete the Prior Written Notice for Initial Evaluation and Request for Consent form (PWN/PTE Consent form). The psychologists will send the PWN/PTE Consent Form to the department program specialist to be sent to the parent via email/Dropbox, including a procedural safeguards notice and overview letter (obtained from school psychologists). The school psychologist will provide all pertinent student data (faculty/staff input forms, previous school records, and any other

pertinent data) to the special education support service coordinator. The department program specialist will provide the form to the special education support service coordinator and note the date the form was received signed on the PTE Request/PTE Consent Google Sheet. If the parents do not sign the PWN/PTE-Consent form, the department program specialist will make multiple attempts (phone call, text message, email) to the parents to get it signed. If no response follows these attempts (three attempts in full), the department program specialist will send the form by certified mail and include the procedural safeguards. The department program specialist will then document all attempts on the Google Sheet and directly on the PWN/PTE Consent form and provide the document to the special education support service coordinator. Upon receipt of the signed PWN/PTE Consent (if received), the department program specialists will stamp the received date and provide the document to the special education support service coordinator. The department program specialist will then update the Google Sheet, documenting that it was received and signed. The special education support service coordinator will contact providers to schedule the necessary evaluations for the student. If an evaluation is not warranted/refusal to do an evaluation, school psychologists will complete the Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN). The psychologists will send the NOREP/PWN to department program specialists to be sent to parents via email/Dropbox, including a procedural safeguards notice. The school psychologist will provide all pertinent student data (faculty/staff input form, previous school records, and any other pertinent data) to the special education support service coordinator. The department program specialist will provide the form to the special education support service coordinator and note the date on the PTE Request/PTE Consent Google Sheet. If no response follows the phone call and email attempts (three attempts in full), the department program specialist will send the form by certified mail and include the procedural safeguards. The department program specialist will then document all attempts on the Google Sheet and directly on the PWN/PTE Consent form and provide the document to the special education support service coordinator. The special education support service coordinator will file the document in the student's folder and move the file to the Inactive Sub Folder- PA Virtual Declined Evaluation. Upon receipt of the signed NOREP/PWN (if received), the department program specialists will stamp the received date on the form and provide the form to the special education support service coordinator. The special education support service coordinator will move the student's file to Inactive Sub Folder-PA Virtual Declined Evaluation. The department program specialist will update the Google Sheet. For school-initiated requests, the principal/data meeting designee alerts the school psychologist and department program specialist that a student is in need of an evaluation to determine special education eligibility, and the following steps are completed: The department program specialist will send out faculty/staff input forms. The program school psychologist, in conjunction with the program principal if needed, contacts the parent to discuss the recommendation for an evaluation. Regardless if contact is made, the PWN/PTE- Consent form is issued. Upon receipt of the faculty/staff input forms, Sapphire data, and any other pertinent information, the school psychologist creates a PWN/PTE Consent form. The school psychologist sends the PWN/PTE Consent form to department program specialists to be sent to parents via email/Dropbox. A procedural safeguards notice and overview letter from school psychologists are included. The department program specialist will provide the signed PTE form to the special education support service coordinator and note the signature date on the PTE Request/PTE Consent Google Sheet. If no response follows the phone call and email attempts (three attempts in full),

the department program specialist will send the form by certified mail and include the procedural safeguards. The department program specialist will then document all attempts on the Google Sheet and directly on the PWN/PTE Consent form and provide the form to the special education support service coordinator. Upon receipt of the signed PWN/PTE Consent (if received), the department program specialists will stamp the received date and provide the form to the special education support service coordinator. The department program specialist updates the Google Sheet. The special education support service coordinator will contact providers to schedule the necessary evaluations for the student. Reevaluations are completed triennially at a minimum and every two years for students with intellectual disabilities or upon parent or IEP team request. A reevaluation is conducted to determine whether the student continues to be a student with a disability and needs to continue receiving special education. The reevaluation drives the IEP programming. The special education teacher manages all reevaluation timelines on their caseload. The assistant director of special education support services and compliance monitoring, or designee, reminds teachers via email before a student's ER or RR is about to expire and to assess how the team will proceed with the next report. The reevaluation process begins with a review of existing data. This review does not require permission from the parent, nor is a meeting required. The data review is documented in the RR, section titled: SUMMARIZE INFORMATION REVIEWED of the RR (1-7). If the IEP team determines that no additional data are needed, the special education teacher completes sections 1-7 of the RR; the teacher also checks the appropriate box on the RR to indicate that no additional data are needed and the reason(s) for this decision. The school psychologist completes the summary and conclusions (based on the information reviewed in sections 1-7). The 1-7 of the RR is prepared by the special education teacher and sent to the special education support services coordinator at least 21 days before the RR due date. The RR expiration date will be the due date for the new RR. When complete, the special education support services coordinator provides a copy of the RR to the parent. The special education teacher schedules and holds an RR/IEP meeting within 30 calendar days of the RR date. If the IEP team determines additional data (evaluations) are needed, the Permission to Re-evaluate Consent (PTRe) is completed by the special education teacher and provided to the special education support services coordinator. The special education support services coordinator issues the PTRe to the parents via Dropbox. The purpose of the PTRe is to provide the parents with prior written notice that the school/Local Education Agency (LEA) is proposing to collect additional data and provide their permission for the evaluations. The IEP team may determine to complete a reevaluation for additional testing at any time deemed necessary. Timelines are set by the date the parent signs the PTRe. The RR due date would be 60 calendar days from the PTRe parent's signature date. The special education support services coordinator will contact providers to schedule the necessary evaluations for the student once permission is received. Once the additional evaluations are completed, the school psychologist reviews all reports, finalizes the RR within the approved timeline, and provides the completed report to the special education support services coordinator. The special education support services coordinator will review the finalized report for demographic content errors and email the final report to the parent within 24 hours of the report date. The special education teacher must schedule and hold an RR/IEP meeting within 30 calendar days of the report date. Annual IEP Meeting: The special education teacher schedules the Annual IEP meeting before the anticipated duration date of the last IEP by establishing a meeting time with the team. The special education teacher will schedule the IEP meeting (through call,

email, or text follow-up, if applicable) with the parent and send a Google Calendar invite. A Procedural Safeguards Notice is emailed to parents and give information on what is being sent via Dropbox and details for the meeting. All pertinent paperwork that requires signatures, is sent to the parent through Dropbox (examples include: invites, consent to excuse, and waiver, as applicable). At the IEP meeting, the special education teacher sends out procedural safeguards receipt through Dropbox to parent and reminds parent and team of any needed items requiring signatures. The special education teacher leads the IEP team in developing appropriate programming individualized to the student as well as presents NOREP to the parent and sends it through Dropbox at the end of the meeting. The special education teacher will finalize all documents (invite(s), IEP, NOREP) in Sapphire once signatures are obtained.

**Enrollment:** During enrollment, a certified special education teacher completes an enrollment conference with the family. During this conference, the special education enrollment teacher confirms the application data, reviews specific programs, academic achievement, and special education programming with the parent. A release of records is sent to the previous school district within 24 hours of the student's enrollment. The student is marked active in Sapphire as a special education student and assigned a special education teacher. The special education teacher reviews all special education documents received from the previous district and the parent, consults with the program principal or designee regarding class assignments, schedules, and assignments of the general education teachers(s). The special education teacher works with the general education teacher and ensures that appropriate programming and services are being provided based on available special education documents and schedules an enrolling IEP meeting within 30 calendar days of the student's enrollment date. The special education teacher completes the following: Establish IEP meeting time with the team and schedule the IEP meeting (through call, email) with the parent as well as send Google Calendar invites to the IEP team. The special education teacher then sends procedural safeguards to the parent (email) and gives information on what is coming in Dropbox and details for the meeting. The special education teacher then sends all pertinent paperwork through Dropbox that requires signatures (invites, consent to excuse, and waiver) to parent. Following the IEP meeting, the special education teacher with support from the LEA Representative will send the IEP attendance sheet through Dropbox to the team. The special education teacher will send out procedural safeguards receipt through Dropbox to the parent and remind the parent and team of any needed items requiring signatures. The teacher will present NOREP to the parent and send it through Dropbox for signature. Once signatures are received, the special education teacher will finalize documents in Sapphire and monitor to ensure that the student is receiving all programs and services as per the IEP. If a student enrolls from out of state, PA Virtual Charter School provides comparable services to those described in the student's IEP until an initial evaluation can be conducted and a new IEP developed.

**Compliance:** PA Virtual Charter School has a relentless compliance goal and strives to comply with all laws, rules, regulations, and reporting requirements and policies with 100% compliance. PA Virtual Charter School is dedicated to ensuring the school maintains 100% compliance with all IEP documentation for students in grades K-12. PA Virtual Charter School takes all timelines and requirements pertaining to special education paperwork seriously and strives to be in compliance with these regulations at all times. During the last 5 school years, PA Virtual Charter School has maintained an average of 99.7% compliance on all special education paperwork.

**Least Restrictive Environment:** PA Virtual Charter School ensures that all students are educated to the maximum extent appropriate in the

Least Restrictive Environment with the use of supplementary aids and services as determined by the IEP team. Levels of support provided include itinerant, supplemental, and full-time support. The IEP team reviews the educational benefit, level, and type of services as well as a review of the current programming and most recent evaluations to ensure comprehensive information to make determinations on programming. The student's IEP team makes informed decisions based on the data to increase or decrease the level of support. Students receiving support beyond the itinerant level require more intensive intervention and modifications to the general education curriculum than what is reasonable in the general education classroom in core subject areas. These students receive intervention in needed areas through direct instruction and/or research-based instruction delivered to make meaningful progress in their areas of deficits as determined by the IEP team.

**Supplementary Aids and Services:** Supplementary Aids and Services are utilized and depend on the individual student's needs and are determined at the IEP meeting. All teachers are trained in differentiated instruction and the best ways to meet all student's needs in all educational settings. Discussion points include evaluation reports, parent input, student input, teacher input, students' current progress in the general education curriculum, and specially designed instruction. Specially designed instruction can include but not be limited to extended time, reduced assignments, short answer, reduced amount of written work, reduced number of questions, study guides, guided notes, chunking assignments, concise directions delivered one step at a time, rephrasing to ensure understanding, modifications to assignments and assessments across all content areas, use of manipulatives, model steps for task completion, use of highlighter for finding keywords and important information, give concrete examples, graphic organizers, pre-teach vocabulary, passage may be read aloud, provide sentence starters, editing checklists, no penalization for spelling, assignment checklist, verbal prompts to stay on task, positive reinforcement, behavior chart, modeling of appropriate behavior, give immediate/specific feedback, use concrete language, allow alternate ways to respond (emojicons, chat, etc.) and encourage oral participation.

**Assistive Technology:** Assistive Technology (AT) services and devices required in a student's IEP are provided in a timely manner for all students by PA Virtual Charter School. Assistive Technology needs for all students are identified by the IEP Team, including parents and all related services personnel. For newly enrolled students, PA Virtual ensures that AT services or devices are provided promptly by conducting initial pre-conference meetings to assess all and any evaluations, current services, and newly requested services or devices before the IEP meetings. PA Virtual has both a policy as well as two procedures to address the need for Assistive Technology. The policy is titled, "Assistive Technology (AT) Policy", and it is followed for all students who require Assistive Technology devices and/or services. To help ensure that this policy is followed, PA Virtual Charter School has two procedures titled, "Assistive Technology Procedure" and "Procurement of Assistive Technology Equipment and Devices." The "Assistive Technology Procedure" defines Assistive Technology and outlines what is required of staff to ensure that students have the Assistive Technology devices and services they need and the "Procurement of Assistive Technology Equipment and Devices" procedure provides instruction on how devices and equipment are to be requested, purchased, and provided to students. In addition to the "Procurement of Assistive Technology Equipment and Devices" all special education teachers have access to a form called the Special Materials Request Google Form which they can submit to the special education program specialist requests for assistive technology devices/materials that need to be purchased for the students. All form

submissions are collected on a Google sheet which allows the program specialist to easily track and monitor all needed devices/ materials. The program specialist purchases all needed materials/ devices as soon as the requests come in and to avoid delays all items are shipped directly to the student's home. PA Virtual Charter School provides effective maintenance to all assistive technology devices. Per the Assistive Technology (AT) Policy, routine checks and tests are conducted on devices. If an AT device needs to be repaired or replaced PA Virtual ensures that this takes place as soon as possible. The IEP team is kept aware of the need of maintenance through continuous collaboration and effective communication with service providers who check the functionality of the AT devices. If the student needs a temporary AT device while one is being repaired a temporary device will be provided. The maintenance or replacement of items will be tracked by the program specialist. PA Virtual Charter School ensures that all assistive technology services, devices, and materials are age and developmentally appropriate for the student by making sure that all choices are based on recommendations made during the evaluation process and also through therapist, parent, and teacher input. In determining which students need AT, PA Virtual Charter School relies on recommendations from qualified personnel such as licensed/certified related services providers, school psychologists, and special education teachers. All special education staff are aware of available assistive technology resources through annual professional development and during new hire orientation with the special education department. They are trained in the assistive technology process and are aware of how to request devices and materials that a student may need. All PA Virtual Charter School students receive a laptop computer, headset, internet reimbursement, and a printer but additional assistive technology may be utilized based on IEP team determinations including but are not limited to external keyboard, additional monitor, noise canceling headphones, text-to-speech software, communication device, bamboo tablet, modified mouse, and touch screen overlay.

**Curriculum and Programming:**The general education curriculum meets and often exceeds the requirements of Title 22 Pa. Code Ch. 4. Although the K12 Inc. curriculum and Edgenuity are the primary curricula used to educate PA Virtual students, PA Virtual uses alternative curricula when the general education curriculum does not meet the academic needs of students based on IEP team determinations. In PA Virtual provides research based programming administered by certified special education teachers. These supplemental and alternative curricula utilized include Reading Horizons (Discovery and Elevate), Number Worlds, N2Y- Unique Learning System, Cengage and other alternative and supplemental curricula, as needed. PA Virtual Charter School ensures that a continuum of IEP programming is available to meet the individual needs of the student population. These services include co-taught classes, learning support classes, life skills support classes, resource room support, office hours, tutoring, and related services. The PA Virtual Charter School provides specially designed instruction and modifications through special education to students with varied eligibility categories, In accordance with Chapter 711 and IDEA, the eligible categories include Autistic Support, Blind-Visually Impaired Support, Deaf and Hard of Hearing Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Physical Support and Speech and Language- Support. Related services needs are determined by the IEP team and provided through contracted providers based across Pennsylvania. Designated PA Virtual Charter School personnel contract and oversee the large base of providers, making referrals as needed. Related services include but are not limited to speech and language therapy, occupational therapy, physical therapy, counseling, behavior support, vision services, and social skills.

**Transition:**The IEP team utilizes support

from the transition coordinator and field placement & career services manager to help develop appropriate transition programming for all students age 14 and older, or sooner, as deemed appropriate by the IEP team. IEP transition programming includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, and the student's courses of study, which will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. The student is invited to the IEP team meeting when transition services are to be discussed and when appropriate, a representative of a participating agency is invited to the meeting with prior notice and consent of the parent or student who has reached the age of majority. Additional transition activities include but are not limited to, partnering with OVR, Family Forum, Pa Career Link and community businesses. PA Virtual Charter School has guest speakers from across the state, hosts career fairs, and provides education and training in various industries. Extended School Year Services: PA Virtual Charter School ensures that Extended School Year (ESY) Services are available as necessary to provide FAPE, consistent with 22 Pa Code 711.44. At the student's IEP meeting, the IEP team determines whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided. The student's IEP team considers all factors for Extended School Year as outlined under Chapter 7:11 which includes regression of previously-learned skills, inability to recoup skills after a break in the educational program, ability to maintain skills and behaviors in relation to IEP goals and objectives, impact on mastery of skills in relation to interruption of educational program, withdrawal from learning process as a result of successive interruptions, the extent to which a skill or behavior is crucial in developing independence, and the severity of the student's disability. ESY participation is determined on an individual basis. Upon analysis of data for each student is considered regardless of disability category or services the student is receiving. Students in the "target group" consist of students with severe emotional disturbances, autism, moderate and severe levels of intellectual disability, or multiple disabilities. For purposes of ESY eligibility determination, the IEP review meeting occurs no later than February 28 of each school year for these students to review the ESY factors for eligibility. Notice of the team's determination (NOREP) is issued to the parent no later than March 31 of the school year. Extended School Year service eligibility is determined at all annual IEP meetings. If a parent has concerns about their child's ESY status and would like PA Virtual Charter School to review the student's progress, the team will expedite a review. The team will review the progress of the student to determine whether breaks in the student's education impact them and use the 7 criteria to determine eligibility. Families are also made aware of the document being a fluid plan that can be revised at any point. In addition, the formal progress reports are completed quarterly as another opportunity for the teacher, in conjunction with the family, to assess eligibility regardless of disability type and/or the level or type of special education service. Parents are provided their procedural safeguards with every annual IEP and at various times throughout the year if requested or warranted due to a change in programming. Parents also have access to this document daily in the special education teacher's resource room located on the Blackboard Organization utilized by the LEA. Collaboration: Special education and regular education teachers have time built into their schedules for collaboration where teachers work together on teaching strategies, SDI, and assignment accommodation to ensure that students are receiving services needed and the IEP is implemented with fidelity. Special education leadership also has scheduled office hours for teachers to attend to

collaborate. This is time that teachers can discuss student-specific concerns as well as ask procedural questions. Professional Development:PA Virtual Charter School has instituted a comprehensive and continuous Professional Development Plan for special education staff development to ensure appropriate training on IEP process and programming. The Professional Development Plan is determined based on needs of the special education department staff. Need is determined by the special education leadership team and exit tickets that are completed by attendees from previous professional development. Special education professional development is held monthly. In addition to special education professional development, special education staff participates in all school professional development where stated mandated topics and professional development topics which apply to grades k-12 are presented. Parent Input and Training:PA Virtual Charter School seeks to partner with parents through all aspects of a student's evaluation and/or IEP development. Parents are notified via an invitation for all evaluation and/or IEP meetings. Each meeting invitation has at minimum, three various attempts to ensure parents' knowledge of the meeting and participation. Attempts can take the form of Google calendar invite, Dropbox, email, phone, text, and/or certified mail.All meetings are held at a day and time that is convenient for the parent. Parents have the opportunity to request accommodations including an interpreter on the meeting invitation. Special accommodations are made for parents when needed to ensure their participation. TransPerfect is used so that translators are available to attend any meeting for parents who speak a language other than English. PA Virtual provides to parents translated documents in a language other than English when needed.Parents are offered a variety of training every year at PA Virtual Charter School. Presentations are on a variety of topics including, but not limited to, behavior support, specially designed instruction, and transition. The special education department and the Parent Ambassador Program offer special education-specific parent training. These sessions are held monthly to address the skills and knowledge needed to serve students with disabilities. Parents are also invited and encouraged to attend all school-wide parent training provided by the Parent Ambassador Program. PA Virtual Charter School consistently seeks parent input regarding training. At the end of each training, parents are asked to complete an exit ticket that captures their attendance and also asks for suggestions for future training. PA Virtual Charter School reviews the exit tickets to determine future training need.PA Virtual Charter School uses a variety of communication forms to ensure parents are aware of various trainings and to encourage participation. Trainings are advertised in newsletter publications, BlackBoard announcements, emails, and during conferences with parents. Parent training sessions are recorded and posted on Blackboard so that parents can access the training and participate at a time that is convenient to their schedule. PA Virtual Charter School invites all learning coaches and/or parents/guardians to attend parent training. Confidentiality:PA Virtual Charter School's personnel receive training regarding confidentiality upon hire and sign a confidentiality agreement during new hire training. All PA Virtual special education staff members are also trained in confidentiality during special education professional development. All special education new hires receive confidentiality training with the Assistant Director of Special Education during new hire training. A FERPA video training is utilized during training of new special education support services coordinators. Those who handle files and provide services on a regular basis and are in receipt of sensitive information such as special education documents are provided with continued training and reminders throughout the year.PA Virtual Charter School has an effective system for ensuring timely transfers of educational records including special

education documents to other LEAs. PA Virtual Charter School follows all FERPA laws and guidelines when transferring education records with other LEAs and follows the Records Request Process as outlined in Board Policy 2901 Student Educational Records Policy. When the educational records for a child with a disability are transferred to a public agency, private school, approved private school, or private agency from from PA Virtual, the child's educational records are forwarded, including the most recent IEP, within 10 school days after being notified in writing that the child is enrolled at another public agency, private school, approved private school, or private agency. PA Virtual Charter School ensures that any records kept or transmitted electronically are subject to high standards of electronic security. PA Virtual Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All PA Virtual Charter School electronic mail correspondence include the following: Confidentiality Statement The documents and communication included in this email transmission may contain confidential information. All information is intended only for the use of the above named recipient(s). If you are not the named recipient, you are NOT authorized to read, disclose, copy, distribute, or take any action in reliance on the information and any action other than immediate delivery to the named recipient is strictly prohibited. If you have received this email in error, do NOT read the information and please immediately notify the sender by telephone and email and immediately delete this email. If you are the named recipient, you are NOT authorized to reveal any of this information to any unauthorized person and are hereby instructed to delete this email when no longer needed. PA Virtual completed the PDE Compliance Monitoring for Continuous Improvement during the 2020-2021 School Year. The report from the CMCI spoke to the effectiveness of the Special Education Department and the operation of the department in compliance with federal and state regulations.

### Current, Anticipated, or Tentative Service Providers for Students Receiving Special Education Services

Service Provider Name	Need Identification	Description of Need
ABA Support Services, LLC	Anticipated	BCBA, BSC, FBAs, OT, PCA, Tutor, Instructional Aide
AOT, Inc.	Current	OT, PT, SLP
Aspire Educational Services	Anticipated	AT, Audiology, BCBA, BSC, Counseling, FBAs, Instructional Aides, O&M, OT, PCA, Psychoeducational Evaluations, PT, SLP, Social Skills, Social Worker, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, Tutor, Vision Therapy

Attain Therapy, LLC dba Boost Therapy	Current	BCBA, Behavioral Support, Counseling, Deaf/Hearing Impaired Support, FBAs, Instructional Aide, O&M, OT, PCA, Psychoeducational Evaluations, PT, SLP, Tutor, Vision Therapy
Austill's Rehabilitation Services, Inc.	Anticipated	OT, PT
Behavior By Design, LLC	Current	BCBA, FBAs
Behavior Interventions, Inc.	Anticipated	BCBA, FBAs, PCA
Center for the Blind and Visually Impaired	Current	AT, Vision Therapy
Connecting the Pieces, LLC	Current	Behavior Therapy, Counseling, FBAs, Instructional Aide, PCA, Social Skills, Social Worker, Tutor
Dr. Sharmon James	Current	Psychoeducational Evaluations, FBAs
Easter Seals of Southeastern PA	Current	AT, BCBA, BSC, FBAs, Psychoeducational Evaluations, SLP, OT, PT
EBS Healthcare, Inc.	Anticipated	BCBA, BSC, Counseling, FBAs, Instructional Aide, O&M, OT, PCA, Psychoeducational Evaluations, PT, SLP, Social Skills, Social Worker, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, Tutor, Vision Therapy
Ed-Valuation	Current	Psychoeducational Evaluation, FBAs

Elizabeth Philip	Current	Psychoeducational Evaluation, FBAs
Ellingson & Associates, Inc.	Current	OT, SLP, Social Skills
ENSPIRE Consulting Group, LLC	Anticipated	AT, Counseling, FBAs, OT, Psychoeducational Evaluations, PT, SLP, Tutor
Fick Educational Services, LLC	Current	Social Skills, Teacher of the Hearing Impaired, Tutor
Grow 2gether	Current	AT, BCBA, BSC, Instructional Aide, OT, PCA, PT, SLP, Tutor
Hopkins Education Resource Services, Inc. dba Tutordocor	Current	BCBA, BSC, Instructional Aide, OT, SLP, Tutor
Humanus Corporation	Anticipated	Audiology, OT, Psychoeducational Evaluation, PT, SLP, Social Worker, Tutor
Intervention Fundamentals, LLC	Anticipated	Toilet Training
Inventive SLP	Current	AT, SLP
Jill Triffo	Current	AT, BCBA, Behavioral Support, Counseling, FBAs, Instructional Aide, PCA, SLP, Tutor

Kathleen Pickard	Current	Psychoeducational Evaluations
Kids First Affiliated Services, LLC	Current	OT, PT, SLP, Social Work
Kirsten Stiffler, D. Ed, School Psychologist	Current	Psychoeducational Evaluations, FBAs
Language to Literacy, LLC	Anticipated	PCA, Psychoeducational Evaluations, Reading Specialist, SLP, Social Work, Tutor
Leigh Ann Weaver	Current	Psychoeducational Evaluations
Liberty Therapy Solutions, LLC	Current	BCBA, BSC, Counseling, Instructional Aide, OT, PCA, Psychoeducational Evaluations, PT, SLP, Social Work, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, Transportation, Tutor
Next Step Child Enrichment Center dba Glenn Den Enterprises, Inc.	Anticipated	OT, Psychoeducational Evaluations, PT, SLP, Tutor
Opening Doors Therapy	Current	Audiology, BCBA, Behavior Therapist, Behavioral Support, Counseling, FBAs, Instructional Aide, OT, Psychoeducational Evaluations, PT, SLP, Social Work, Teacher of the Hearing Impaired, Tutor
Oxford Consulting Services, Inc.	Current	FBAs, OT, Psychoeducational Evaluations, PT, SLP, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, Tutor

Patricia M. Scapellati dba My Philly Speech	Current	AT, OT, SLP
Rachel Kohler	Current	Psychoeducational Evaluations
Support Brands, LLC	Current	BCBA, Behavioral Support, BSC, FBAs, Instructional Aide, OT, PCA, Psychoeducational Evaluations, PT, SLP, Social Work, Tutor, Vision Therapy
Tamika D. Purvines	Current	Counseling, Psychoeducational Evaluations, Social Skills
Team Tutor, LLC	Anticipated	Tutor
TeleMental Health Network, LLC dba Virtual School Counselor Network	Current	Behavior Therapist, Counseling, Social Worker
TeleVine Therapy	Anticipated	OT, PT, SLP
The Hope Learning Center	Current	Instructional Aide, OT, Psychoeducational Evaluations, PT, SLP, Social Skills, Tutor, Vision Therapy
Therapy Bridges, LLC	Current	OT, PT, SLP, Social Skills, Vision

Therapy House, LLC	Current	BSC, Instructional Aide, OT, PT, SLP, Tutor
Therapy Source	Current	AT, Audiology, BCBA, BSC, Counseling, FBAs, Instructional Aide, O&M, OT, Psychoeducational Evaluations, PT, SLP, Social Skills, Social Worker, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, Tutor, Vision Therapy
Tracy Geist Therapy Services, LLC	Anticipated	BCBA, Behavioral Support, Instructional Aide, OT, PT, SLP, Tutor,
US Healthcare Services, LLC	Current	BCBA, BSC, Counseling, FBA, Instructional Aide, OT, PCA, Psychoeducational Evaluations, PT, SLP, Social Skills, Social Work, Tutor
Valley Family Therapeutics	Current	Audiology, BCBA, Instructional Aide, OT, PT, SLP

**Upload copies of special education teacher certifications for current employees**

Special Education Teacher Certifications for Current Employees (5).pdf

**Upload copy of federal child count sample**

Federal Child Count1 (3).pdf

**Provide copies of policies and procedure manuals regarding instruction of English learners:**

**Upload document translation policy**

Translation Policy.pdf

**Upload most recent program evaluation**

English Language Learners Program 2023.pdf

**Provide a description of the Language Instruction Educational Program (LIEP), including:  
Supports and accommodations provided for ELs to learn content.**

PA Virtual Charter School English Learners Program Program Goals and Objectives Overall Program Objectives: Use a student's first language as a vehicle to accelerate in a developmentally appropriate way their English acquisition as early as possible. Provide explicit instruction that fosters academic growth and success within the general education environment. Provide transition opportunities and support for EL (English Learner) students who are ready to participate in the general education program. Provide exposure and interaction with academic English language models through interactions within the school community. Share and create awareness and understanding of diverse cultures. Program Goals - Academic: Goal 1: Students will use English to communicate in social settings Standard 1. Students will use English to participate in social interactions. Standard 2. Students will interact in, through, and with spoken and written English for personal expression and enjoyment. Standard 3. Students will use learning strategies to extend their communicative competence. Goal 2: Students will use English to achieve academically in all content areas Standard 1. Students will use English to interact in the classroom. Standard 2. Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. Standard 3. Students will use appropriate learning strategies to construct and apply academic knowledge. Goal 3: Students will use English in socially and culturally appropriate ways Standard 1. Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting. Standard 2. Students will use nonverbal communication appropriate to audience, purpose, and setting. Standard 3. Students will use appropriate learning strategies to extend their communicative competence. Program Goals - Social: Orient students to the cultural patterns of American life so they can fully participate in classroom, school, and community activities. Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism Provide a school environment that understands the growth and development patterns of the ELs Provide students with a knowledge of American culture so that they may participate more fully in the academic, social, and cultural activities of the school, community, and nation (i.e. Federal Holidays) Assist students in developing insights into their own language and culture by recognizing that different languages use different patterns to communicate and that cultures view situations from varying perspectives Involve parents in their student's education Identification of EL Students & Orientation Procedures for EL Students and their Parents: PA Virtual Charter School will provide information about assessment and related academic achievement to parents in their native language. The orientation will include basic school information, a description of the EL/Bilingual program, what content classes the student will attend, what special programs are available, homework and attendance policies, and district-wide assessment practices and procedures. Expectations for participation and behavior will be clear to all involved. All students entering Pennsylvania public schools must be assessed for limited English language deficiencies through the administration of a home language survey. At minimum, the survey must include three questions: What was the first language your child learned to speak? What language(s) does your child speak most often at home? What language(s) is spoken most often in your home? PA Virtual Charter School utilizes the home language survey as a part of the initial paperwork the family must complete upon enrollment. The results of this survey are included in both the permanent

hard copy folder and the electronic file of every student. Once a student has been identified as a student whose Primary Home Language is Other Than English (PHLOTE), an assessment is made of the student's English proficiency. Assessment of EL Students to Determine Instructional Placement: Assessment is a key component of any program model. Appropriate and multiple measures should be used at all stages of language proficiency instruction. Assessment is used to: Properly identify students and their proficiency levels. Place students at the right levels of service. Monitor their progress. Improve programming. Determine when EL or bilingual instruction is no longer needed. PA Virtual uses the WIDA assessment to determine if students are eligible to receive EL program support. The purpose of the test: What information about a student is needed? How will the information be used? Representative examples of the kinds of information needed may include: Can the student participate in the oral language of a mainstream class? Can the student read and write English at levels similar to his or her English-speaking classmates? Does the student need an EL program? If the student needs a program, what should the student's placement be? Does the student read and write their native language at grade level? Are the student's academic skills near grade level in their native language? What specific aspects of English grammar or vocabulary does the student lack? Is the student progressing in oral or written English? The answers to these questions will aid in determining programming for ELs. All staff assigned to work with EL students are made aware of the assessment results and the implications for instructional design. Limited English proficiency requires that a student receive assistance in acquiring English proficiency and instructional strategies that recognize the linguistic differences and the nature of second language acquisition. These assessments are done initially so that students may be identified as ELs and placed in the appropriate program within the range of EL. Instructional Program: According to the July 2001 Basic Education Circular (BEC), Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 PA Code 4.26, the amount and type of standards based EL instruction depends upon a student's level of language development as determined by the results of the initial WIDA assessments. The following are recommended times for daily instruction that PA Virtual Charter School will utilize in their EL programming: Non-English speaker - two to three hours Beginner - two hours Intermediate - one to one and a half hours Advanced - one hour Students who have exited - support two to three times per week Students must also be scheduled in content area classes with instruction aligned to the standards and adapted to their needs. Adapting this coursework does not mean reducing the academic rigor of the curriculum or placing a student in an age-inappropriate classroom. Multiple measures should be used to determine when a student is ready to progress from one proficiency level to another. PA Virtual employs Pennsylvania EL certified teachers to support and instruct ELs English language skills, including listening, speaking, reading, writing, study skills, vocabulary, and cultural orientation. EL instruction is provided in English. PA Virtual's ELL program is evaluated on an ongoing basis to ensure that it is effective, i.e., students are achieving and all regulations and laws are being met. According to the BEC, July 2001: Any program that is implemented must, at minimum, meet a three-prong test mandated by federal law (Civil Rights Act of 1964, Title VI, Castaneda v. Pickard, 648 F. 2d 989 (1981). Characteristics of an Effective Program: Must be: Based on sound educational and language learning theory Implemented with sufficient resources and staffed by appropriately prepared personnel Periodically evaluated. Components for Evaluation: Program Implementation Practices Identification of potential ELL students Assessment of English language proficiency Provision of

adequate resources Professional development Equality of opportunity Transition criteria Student Performance Student progress in English language acquisition Student academic progress consistent with district standards for all students The program evaluation should follow a logical process of review such as: Collection of information on program effectiveness Identification of any program deficiencies Implementation of modifications and improvements to address deficiencies Periodic evaluations of program effectiveness Programs should be evaluated in an ongoing manner to ensure that the district may promptly identify and address concerns within the program. Student Participation in Related & Co-curricular Activities: All ELs have access to and are encouraged to participate in any and all academic and Co-curricular activities available in the district that they are eligible to participate in based on grade/age regulations. The advisors of the activities will provide support for ELs in such activities. Graduation Requirements: For the purposes of meeting graduation requirements, all ELs will follow the graduation requirements specifically described in the district strategic plan. All ELs must earn 21 academic credits, demonstrate proficiency in regard to the PA Academic Standards for Reading and Mathematics, and complete a graduation project in order to graduate from PA Virtual Charter School. Appropriate accommodations may be applied. Student Participation in Achievement Testing: EL students in their first year of enrollment in U.S. schools, including students from Puerto Rico, are not required to take the PSSA ELA or Keystone Literature tests. All ELs are required to take the PSSA Math, Keystone Algebra I, PSSA Science and Keystone Biology tests. Separate PSSA and Keystone accommodations are available for ELs for Mathematics/Algebra I and Science/Biology and are outlined by PDE. Accommodations for each student will be determined by the student's EL and classroom teachers and may include: Word-to-word translation dictionaries (not in ELA or Literature tests), Qualified interpreters/sight translators (not in ELA or Literature tests except for writing prompts), Spanish/English Mathematics and Science PSSA tests and Algebra I and Biology Keystone exams EL participation in other academic achievement tests will depend on the student's enrollment date and level of English language proficiency. Participation will be determined by the student's EL teacher, classroom teacher(s), and school counselor. All ELs are able to participate in the following optional academic aptitude tests: PSAT: Grade 10, SAT: Grade 11 and/or 12 Academic Remediation & Student Achievement: All ELs will have the opportunity to receive academic remediation in areas where they are not proficient. ELs will be identified for remediation based on standardized test scores, course grades and teacher recommendation. Academic remediation may include tutoring, computer-based remediation programs, and a formal remediation class geared towards building a portfolio of work related to the PA Academic Standards in Reading and Mathematics. Pupil Personnel Services and School Resources: Counseling: Counseling staff and counselor-related resource personnel are available to ELs. These services will be explained to the parents/guardians of ELs during their registration orientation and interpretation/translation services will be provided if needed. Special Education: ELs may be eligible for Special Education once it has been determined that the disability exists and that the disability is not solely due to lack of instruction or proficiency in the English language. English learners eligible for Special Education services must continue receiving EL instruction at the appropriate proficiency and developmental level. Identification of ELs needing specially designed instruction and special education services shall be the responsibility of the Director of Special Education. Appropriate personnel will administer the testing involved in such a process. The parents of an EL will be vital components of the IEP team. All ELs have access to the

resources of PA Virtual Charter School. Assistance will be provided, if needed, to an EL or to any parent of an EL using district resources. Professional Education: Staff Development: The district Act 48 plan will reflect EL activities as part of the professional development opportunities for PA Virtual Charter School employees. All staff will receive an update of the district EL students and strategies to successfully communicate and work with them. This update will be provided by memo at the beginning of each school year. In addition, workshops and conferences offered through PDE will provide EL program staff with updates on federal and state program regulations, identification and assessment requirements, and opportunities to share best practice. Community Involvement: Program Planning: The PA Virtual Charter School EL Program will evolve with input from school and community stakeholders. Communication with Students' Homes: Communication with parents of ELs will be provided in the parent's preferred language and mode of communication, as outlined in the Civil Rights Act of 1964. PA Virtual will provide translation and/or interpretation services when needed. Translated state and federal forms will be provided to parents through use of the approved translation system or PaTTAN as provided by PDE. Communication with the parents/guardians of ELs is the responsibility of all PAVirtual employees and any translation or interpretation services will be approved by the EL program supervisor. Complaint Resolution Policy: Parents, guardians, or students with concerns regarding the EL program should contact, in writing, the Chief Academic Officer. The written communication should include the nature of the problem, attempts at remediation, and proposed resolution to the problem. If written communication is impossible due to language barriers PA Virtual will utilize a translation service, if applicable, to communicate with the parent, student, or guardian to resolve the complaint. Program Evaluation Procedures: Program evaluation will occur regularly and necessary changes will be made to ensure that ELs make progress towards proficiency in their English language use. The general public will be made aware of the progress of the PA Virtual EL program through board reports and updates posted on the School's website. Evaluation procedures will address the program implementation practices and student performance (WIDA ACCESS scores, grades, teacher input). The following stakeholders will annually evaluate the effectiveness of the EL Program: Chief Academic Officer, principals, school counselors, EL teachers, and parents of ELs.

### **Involvement of parents/guardians in their child's education and in important programmatic decision-making at the school.**

Parental involvement in their child's education is crucial, especially in the context of English language learners. When parents actively participate in important programmatic decision-making at their child's school, it fosters a supportive environment that recognizes and addresses the unique needs of English language learners, promoting their academic growth and success. Parents of English language learners are involved in their child's education and programmatic decision-making at PA Virtual through various means: Communication and Collaboration: Regular communication between parents and teachers is essential. Parents can actively participate in parent-teacher conferences, meetings, and workshops specifically designed to engage them in their child's education and decision-making processes. Translation and Interpretation is available to support this effort. Parent Workshops and Training: PA Virtual has a robust Parent Engagement department that works with all parents/guardians and provides

ongoing workshops and training sessions that include topics such as understanding the education system and advocating for their child's needs. This empowers parents to actively participate in decision-making and support their child's educational journey effectively. Annual Title I meeting: The purpose of this meeting is to inform and engage parents or guardians at PA Virtual in the school's academic programs policies and expectations. School administrators and staff provide parents with important information about Title I such as the school's Title I status, the allocation of funds and how they will be used to enhance educational opportunities for students. It also covers topics such as academic goals, parental rights, and supports available to students and parents. This meeting serves as an opportunity for parents to ask questions, provide input, and collaborate with PA Virtual on decisions related to the use of Title 1 funds and strategies to support student achievement. It is a crucial forum for fostering meaningful partnerships between schools and parents, ensuring that everyone is actively involved in the education and success of all students. Surveys and Feedback: PA Virtual gathers input from parents through annual surveys as well as less formal feedback mechanisms to understand their perspectives, concerns, and suggestions. This data guides programmatic decisions and ensures that the needs of all students, including English language learners and their families are considered. Overall, fostering an inclusive and collaborative partnership between parents, educators, and school administrators is key to involving parents of English language learners in their child's education and important programmatic decision-making.

#### **Staffing the program appropriately with certified EL teachers.**

PA Virtual employs Pennsylvania EL certified teachers in each school program – Elementary, Middle, and High School - to support and instruct ELs English language skills, including listening, speaking, reading, writing, study skills, vocabulary, and cultural orientation. EL certified teachers collaborate with general education and special education teachers to ensure that all staff working with ELs understand proficiency levels and appropriate accommodations and pedagogy.

#### **Training for content area staff in working with ELs.**

PA Virtual's Act 48 plan will reflect EL activities as part of the professional development opportunities for PA Virtual Charter School employees. All staff will receive an update of the School's EL students and strategies to successfully communicate and work with them. This update will be provided via email at the beginning of each school year and ongoing for in-year enrollment and identification. In addition, workshops and conferences offered through PDE will provide EL program staff with updates on federal and state program regulations, identification and assessment requirements, and opportunities to share best practices.

#### **Instructional resources provided for accommodating ELs in content classes and delivering targeted English language development instruction.**

There are various instructional resources available to accommodate English language Learners in content classes and deliver targeted English language development instruction. Bilingual and Multilingual Resources: PA Virtual incorporates the use of bilingual and multilingual materials that support EL students in accessing content knowledge while reinforcing their language skills in both their native language and English through content translation and other accessibility features built into the online learning platform. English Language Development (ELD) Curriculum: ELD curriculum is specifically designed to address the language needs of EL students. It provides structured lessons and activities to develop vocabulary, grammar, speaking, listening, reading and writing skills in English. Language Support Software and Apps: Technology-based resources, including language learning software and educational apps, can assist EL students in practicing language skills independently. These resources can offer interactive exercises, multimedia content, and adaptive features tailored to individual learning needs. Visual Aids and Graphic Organizers: Visual aids, such as charts, diagrams, graphic organizers, and illustrations, can help EL students understand and remember key concepts. Visuals provide additional context and support comprehension, making content more accessible. Modified Text and Simplified Materials: Teachers can modify content by simplifying vocabulary, sentence structure, or length, making them more comprehensible for EL students. Simplified versions of ancillary or supplemental materials such as novels, can also be used to provide additional support. Cooperative Learning Strategies: Cooperative learning activities promote interaction and collaboration, allowing EL students to practice language skills in a supportive and engaging environment. Group work, pair activities, and discussions encourage active participation and language development. Vocabulary Language Building Activities: Various resources and strategies such as word walls, flashcards, vocabulary games, and language-building exercises, can assist EL students in expanding their vocabulary and developing language proficiency. Cultural Resources and Literature: Providing culturally relevant materials, literature, and resources helps validate the experiences and backgrounds of EL students. The use of such materials enhances their engagement and provides opportunities for discussions and connections between their cultures and the content being studied. At PA Virtual, these resources, among others, can be tailored to meet the diverse needs of EL students, support their content learning, and promote English language development within the context of content classes.

**On-going and annual evaluation of the program along with necessary changes to ensure the program is effective.**

Program Evaluation Questions: Describe the Language Instruction Educational Program or Programs (LIEPs) implemented in your LEA. What evidence-based theory or research is the basis for your chosen program types? What are the goals of each program? All students entering Pennsylvania public schools must be assessed for limited English language deficiencies through the administration of a home language survey. PA Virtual Charter School utilizes the home language survey as a part of the initial paperwork that the family must complete upon enrollment. The results of this survey are included in the electronic file of every student. Once a student has been identified as a student whose Primary Home Language is Other Than English (PHLOTE), an assessment is made of the student's English proficiency. PA Virtual uses the WIDA assessment to determine if students are eligible to receive EL program

support. Results of the WIDA Screener are scored by certified ELL teachers and placement determinations are shared with all staff assigned to work with assessed students. In accordance with policy, students who have been determined eligible are provided with direct instruction in age and placement level appropriate groups with a certified ELL teacher as follows: Non-English speaker - two to three hours; Beginner - two hours; Intermediate - one to one and quarter hours; Advanced - one hour. Students who have exited - support two to three times per week. In addition to access and support in the general education curriculum, identified students work with a certified ELL teacher in a research-based curriculum that meets WIDA curriculum guidelines. Overall Program Objectives Use student's first language as a vehicle to accelerate in a developmentally appropriate way their English acquisition as early as possible. Provide explicit instruction that fosters academic growth and success within the general education environment. Provide transition opportunities and support for EL (English Learner) students who are ready to participate in the general education program. Provide exposure and interaction with academic English language models through interactions within the school community. Share and create awareness and understanding of diverse cultures. Describe how your LEA provides adequate resources and personnel to successfully implement your chosen LIEP recognized by experts as sound? Current staffing includes the Director of Curriculum, Instruction, and Federal Programs overseeing federal, state, and district level requirements and 4 full-time certified ELL teachers scoring screeners, assisting in proctoring assessments, supporting the curriculum alignment, collaborating with general education teachers, and most importantly, providing direct instruction to identified students through a WIDA-based curriculum. What multiple measures are used to evaluate students' progress in obtaining English proficiency at each stage? Students in the ELL program complete the ACCESS for ELLs assessment annually to determine growth and achievement in the program (Alternate ACCESS if applicable). Additionally, students participate in grade appropriate PSSA/Keystone assessments. Students are also assessed via the course progress and assignment submission in both their ELL curriculum and standard curriculum. Describe how your LEA regularly conducts program evaluations based on multiple criteria that measure student progress in attaining English proficiency that will enhance equitable access to the academic curriculum. In accordance with the Office of Civil Rights, PA Virtual adheres to the following criteria when assessing the program: the program effective with respect to the identification, assessment process, exiting, monitoring, staffing, parental notification, and adequacy of facilities, instructional materials, staff development and training? Are PHLOTE students who are determined not to be eligible for the alternative language program succeeding in the regular program? What is the rate of students' progress towards full proficiency in English? Are students in the program keeping up with their peers in other curriculum areas? Are students in the program able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors as well as in sports and other extracurricular activities? How do the standardized test scores of exited students compare to non-ELLs? Do students in the program have access to all the district's programs, including vocational education, gifted and talented, programs, and special education? Are students in the program being retained in grade and dropping out at rates similar to non-ELLs? Describe the improvements implemented at the conclusion of the last evaluation cycle to the LEA's ESL program. What measures are taken when ELs are not meeting program goals? Based on a 21-22 review, PA Virtual increased the number of full-time ELL certified teachers to meet the increasing

enrollment of students in need of EL support. Additional curriculum options were offered to ensure direct instruction and coursework that meets the needs of each proficiency level. PA Virtual continues to monitor the amount and accountability of all-staff professional learning for understanding policy and working with identified students. Describe how your LEA monitors Former ELs (FELs) for each of the two years following their reclassification and no longer receive ESL services. What multiple measures are used to evaluate their progress in meeting the state academic standards? The EL teacher is responsible for tracking student progress in all core academic classes and soliciting feedback from core academic teachers during the school year quarterly to ensure that the FEL student is not falling behind in their content classes. The measures used are the school's Sapphire portal gradebook system, which allows the EL teacher to monitor the student grades at all times. The content area teacher is asked to complete the rubrics Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory and Rubric 2 - Written Expression Language Use Inventory quarterly to assess the FEL. The EL teacher makes the content area teacher aware of the FEL status and ask them to reach out to the EL teacher if the student starts to fall behind in their content classes. Describe the support given to FELs in monitored first and second year who are not meeting academic standards? Content teachers, EL teacher, parent, and principal will work collaboratively to develop a plan of support when the FEL student does not meet academic standards. Although all plans vary on student individual need, options include modified assessments, working one on one with an EL teacher, and providing tutoring for the student. Describe the process used to redesignate a former ELL student back to the ESL program. How are parents notified of the student's progress and the redesignation? If the FEL continues to struggle in the monitoring year after the additional supports have been given, the content teacher and EL teacher will assess the student with the rubrics provided by PDE and look at all state scores on the PSSA or Keystone test and determine if the student is struggling as a result of a language barrier. Input on student progress will be given from the principal, all content area teachers, former EL teacher, IEP teacher (if applicable) and parent. If language is the barrier, the parents will be called by phone and re-designation will be discussed. A letter explaining the re-designation process will also be sent home via mail. Parents are always able to check their student's grades in the school's Sapphire Portal.

## School Governance

### Upload organizational chart for the cyber school

Charter School Organizational Chart\_387680bd.pdf

### Upload policies governing the election or appointment of board members

Policies Governing the Election or appointment of Board Members\_6525fb19.pdf

### How do election or appointment policies ensure adequate representation from key school stakeholders?

Our Board's election policies are designed and implemented to promote an organization that represents a diverse range of key stakeholders that participate in decision-making processes. The goal is for balanced and inclusive representation of those with a vested interest in our school, its operations and outcomes. For PA Virtual, key stakeholders include the following individuals and groups. Students are our primary focus. The Board focuses on student success including in the educational, social and emotional realms. Parents and learning coaches are the adults who are responsible for collaborating with the school to support the student's educational journey from the family's position. This is the adult who is accountable for navigating the schools processes and communicating with the school on the student's behalf. Teachers and staff are vital to the school's operations. Their expertise, dedication and support impact the quality of education and bolster student well-being. Administrators (Chief Executive Officer, Chief Academic Officer, Chief Financial Officer and principals, among others) are essential to setting policies, managing resources (financial, human and other), and providing leadership to ensure effective school operations. Student support services (counselors, psychologists, family support, etc.) contribute to student well-being and success. Curriculum providers are a key stakeholder in that they contribute to the development and implementation of educational programs. They offer structured learning materials that educators use to deliver educational programs. The Board of Trustees are the decision-makers in terms of school-wide policy, budget allocation and the school's overall direction. At PA Virtual, our Diamond Model of Partnership with families is reflective of key stakeholders and include parents and learning coaches, academics, family support and curriculum and technology. Secondary stakeholders, although just as important, also have a vested interest in the school's operations and outcomes. The broader community, in our case, the Commonwealth of Pennsylvania, can influence the school through partnerships and by engaging in various educational activities and events. Although teachers are key stakeholders, teachers' unions are also stakeholders. They advocate for teachers rights, working conditions and compensation, and can impact the school's operational, social and financial conditions. State and federal agencies are stakeholders that impact educational law, policy, funding and regulations. The Board of Trustees By-laws provides for a Governance & Nominating Committee (2.2 Election of Trustees) who places nominations before the Board in an open public meeting and who must be voted in by a quorum of the Board. Currently, the Board consists of 6 members (Election of Trustees 2.1) who are elected to a term of three (3) years (Tenure 2.4). Our broad Commonwealth-wide reach has

afforded us a slate of current Board members and committee participants that include representatives from the following stakeholder groups: non-profit organizations, community at large, student support services, higher education, business and industry, and a parent. Our Trustees and committee members represent cultural and geographic (eastern, central and western regions of Pennsylvania) diversity.

**Upload board meeting calendar from last three complete school years**

Board Meeting Calendars 2020-2023docx\_2666260b.pdf

**Upload board agendas from last three complete school years**

Board Meeting Agendas 2020-2022 final\_8ee5eefc.pdf

**Upload meeting minutes from last three complete school years**

Board Meeting Minutes 2020-2022 final.pdf

**Upload copies of all current board policies and procedures**

PennsylvaniaVirtualCSOperationalProcessesandProcedures\_8\_23\_2023.pdf

Final 1000 CEO Office.pdf

FINAL 2000 pdf.pdf

Final 3000 Finance Operation and Technology.pdf

4000 Human Resources\_Marketing\_Enrollment Final.pdf

Final DEI Section 5000.pdf

**Upload a sample of the public notice of a public board meeting**

Public Notice of Board Meeting final\_020fb57c.pdf

**Upload copies of Ethics forms for each board member**

BoT Ethics Forms 2020-2022 Final .pdf

**Describe how Sunshine notices are provided for all public meetings and how key stakeholders, including parents and families, are involved in board meetings.**

Evidence of Sunshine Act for Public Meetings Pa Virtual provides public notice to parents, families and key stakeholders the following ways: 1. The CEO office submits Print Media advertising across regions. 2. The Marketing Department provides notice as follows: Blackboard posting of the Board of Trustees Info under PA Virtual Staff. The link directs staff to Board Docs. The Annual Board Meeting Schedule and Meeting agendas are posted on our website and can be found under the Board of Trustees drop down. The school Staff and Academic calendars include the FY meeting dates. They are available in Blackboard under Marketing the Internal Communications & Announcements Site. 3. The office of CEO maintains a binder in our KOP Office for parents and visiting families and staff to review when visiting. The binder contains our Board Meeting schedules, Annual Notifications, School calendars, Right to Know Policy, RTK and Parent letters and our annual budget. 4. The office of CEO also posts a copy of the Board of Trustees Meeting agenda at least 24 hours prior to the scheduled meeting on our front and back entry doors. 5. On behalf of the CEO office a reminder email is sent to All Staff inviting them to join the Meeting the morning of said meeting or on the Friday before a Saturday scheduled meeting. 6. Key Stakeholders are sent a meeting invitation for all scheduled meetings for the Fiscal year. A Placeholder for retreats is sent 6 months in advance. A request for Board Reports is sent to the ELT and CEO the week following a meeting. 7. When meeting dates change the new meeting notice follows the same processes..

## Communication to Parents/Guardians and Community

### Communications to Parents/Guardians and Community

#### **Describe the mechanisms in place to measure stakeholder satisfaction and solicit input.**

PA Virtual Charter School has mechanisms in place to measure stakeholder satisfaction and solicit input from various stakeholders. These mechanisms provide data for our assessment for continual improvement. Examples of how stakeholder satisfaction is measured and input is solicited at PA Virtual:

**Parent Survey and Feedback Forms:** PA Virtual utilizes surveys and feedback forms to gather input from stakeholders, including students, parents/guardians, learning coaches and staff members. These surveys comprise the various educational, social and emotional aspects of the school experience. The feedback highlights areas of satisfaction and identifies areas for improvement or further development.

**Parent/learning coaches and Student Participation in Pilot Groups:** PA Virtual established Parent/learning coaches and Student pilot groups, who serve as representative stakeholders that provide input and feedback on school programs, platforms and initiatives. These pilot groups enable direct engagement and collaboration between the school administration and parents/learning coaches and students.

**Town Hall Meetings:** PA Virtual organizes town hall meetings or virtual forums where stakeholders have the opportunity to voice their opinions, concerns, and suggestions. These meetings facilitate dialogue and allow stakeholders to interact directly with school leaders, fostering transparency, engagement and community.

**Individual Meetings, Parent-Teacher Conferences, Family Support Coordinators and Communications:** PA Virtual encourages open communication with stakeholders, providing opportunities for one-on-one meetings with school administrators, teachers and staff. Each family is assigned a Family Support Coordinator who provides a means for support, a forum to express their views, an avenue to seek clarification, and a process to provide input in a personalized setting.

**Ongoing Communication Channels:** PA Virtual provides and maintains secure school-issued email accounts for both parents/learning coaches and students. These accounts serve as a reliable means of communication, enabling regular updates and information dissemination. Through various channels such as newsletters, email updates, and online platforms, stakeholders are kept informed about their child's daily instruction and academic progress, school events, and policies. These communication channels not only facilitate the flow of information but also encourage stakeholders to actively engage by providing valuable feedback and suggestions. By establishing effective communication channels, PA Virtual promotes transparency, collaboration, and meaningful engagement among all stakeholders. By employing these mechanisms, PA Virtual Charter School actively seeks input from stakeholders, values their perspectives, and continuously works towards enhancing stakeholder satisfaction and engagement.

#### **Have you conducted parent/guardian surveys?**

Yes

#### **Upload copies of most current parent/guardian surveys and include a summary of responses.**

Parent Learning Coach Cover Survey 2023.pdf

## **Describe the role of parents/guardians in school improvement planning, if any.**

Describe the role of parents/guardians in school improvement planning, if any. PA Virtual Charter School, values the partnership between parents/guardians, learning coaches and the school community. Parents/guardians are involved in the overall process of school improvement planning, in addition to their role as members in the Comprehensive Plan Steering Committee. PA Virtual believes that these key stakeholders play a critical role in shaping and enhancing the educational experience for their children. Below is a description of the role of parents/guardians and learning coaches in overall school improvement planning efforts at PA Virtual:

**Review of Academic Data:** PA Virtual key stakeholders including members of the Comprehensive Planning Steering Committee that includes parents, reviews academic data and performance indicators to assess student outcomes and overall satisfaction. This includes analyzing student achievement, graduation rates, college acceptance rates, and other relevant metrics. The findings help inform decision-making and identify areas where improvements can be made.

**Parent Ambassador Program:** PA Virtual's unique Parent Ambassador Program is a major component of the Parent Education and Engagement Program of the Pupil Services Department. This program can best be described as "parents supporting parents." All of the ambassador staff and volunteers are also PA Virtual parents. This research-based approach demonstrates that parent involvement is one of the key factors that contributes to student academic, social and emotional success. The Parent Ambassador Program helps parents become informed and active partners in their children's education. This program helps to enhance parents' knowledge and education by providing resources, a parent mentor program, online learning sessions for parents, and parent certificate programs. The program provides a platform for parents/guardians to connect with teachers, administrators, other learning coaches, and their community. The Parent Ambassador Volunteer team provides parent mentoring and meets monthly to connect, receive training, and provide feedback. Parent Ambassador Family Activities provide face-to-face opportunities for families to gather, get to know one another and enhance learning. End of Year Surveys are sent to parent volunteers and Parent Ambassador Mentor Program participants. Feedback from these surveys is used to evaluate and refine school programs. Through the Parent Ambassador Program, parents/guardians and learning coaches can engage in discussions about school improvement and contribute to the planning and implementation of events and activities that enhance the overall educational experience.

**Communication Channels:** PA Virtual provides and maintains secure school-issued email accounts for both parents and students. These accounts serve as a reliable means of communication, enabling regular updates and information dissemination. Through various channels such as newsletters, email updates, and online platforms, stakeholders are kept informed about their child's daily instruction and academic progress, school events, and policies. These communication channels facilitate the flow of information and encourage stakeholders to actively engage by providing valuable feedback and suggestions. PA Virtual promotes transparency, collaboration, and meaningful stakeholder engagement by establishing effective communication channels.

**Parent and Student Participation in Pilot Groups:** PA Virtual established Parent and Student pilot groups, who serve as representatives from these stakeholder groups to provide input and feedback on school programs,

platforms and initiatives. These pilot groups enable direct engagement and collaboration between the school administration and parents/students. Participation in Surveys and Groups: PA Virtual conducts annual surveys and group sessions to gather insights and opinions from parents/guardians and learning coaches. For example, In Winter 2023, PA Virtual surveyed parents and learning coaches for feedback on their level of satisfaction with various components of PA Virtual Programming. There were 544 respondents out of approximately 2,410 families that were enrolled during the window of the survey. 72.2% of participants were parents of one child and survey completion was relatively split among programs with 40% having elementary students, 44% having middle school students, and 36% having high school students – with obvious cross-over among programs. Most of the participants were new families and 78% of those completing the survey said that they would be returning for the 23-24 school year. There were several highlights from the survey that positively reflect on academic programming at PA Virtual and 97% of respondents said that they would recommend PA Virtual to other families. Other positive results at a rate of at least 95% satisfaction include school staff encouraging students to respect each other’s differences, being satisfied with the K12 curriculum, and feeling that the school-wide communication is clear, appropriate, timely and that learning coaches know who to contact when they need to speak to someone at the school. With regard to teacher-parent partnerships, 96% of respondents felt that the teachers they worked with were knowledgeable and effective, offered the needed support during office hours, had positive communication, and were responsive when learning coaches contacted them. Respondents reported high satisfaction with the amount of meaningful opportunities for parents to get involved, as well as in several other parent-centered categories such as the level of support that is provided to parents/Learning Coaches, the quality of the partnership they have with teachers, being well informed on how their child is doing, and how teachers made them feel welcome. While overall, parent satisfaction was high, there were a few categories that the academic programs will want to keep in mind as they structure the 23-24 school year. Only half of participants responded positively when asked if their Asynchronous students felt connected to other students. This rate rose to 74% in synchronous classes. 68% responded positively when asked if their asynchronous students felt connected to their teachers as opposed to 83% in synchronous classes. Additionally, only 60% of respondents felt that their child had made friends at PA Virtual that they could trust and talk to. With this in mind, PA Virtual should look at ways to build and maintain meaningful connections with and between students – particularly those that participate in the asynchronous model. These feedback mechanisms allow parents/guardians to express their views on various aspects of the school. The information collected from these surveys and groups informs school improvement initiatives. Feedback on School Initiatives: PA Virtual shares new initiatives and improvement planning with parents/guardians and learning coaches for their feedback. They are encouraged to provide feedback on these initiatives for improvements, offering suggestions and insights that can contribute to their refinement and successful implementation. This collaborative approach ensures that the initiatives support the needs and aspirations of the entire school community. PA Virtual Charter School recognizes the integral role parents/guardians and learning coaches play in school improvement planning. By actively engaging with stakeholders, the organization aims to create a collaborative and inclusive environment where stakeholder insights and contributions are valued and integrated into the school's overall improvement.

**Provide examples of communication between parents/guardians and key stakeholders.**

Examples of communication between parents/guardians and key stakeholders are listed below: Online Open House for prospective families Communication between prospective parents and the Enrollment Team during the enrollment process via phone call, email and text. Some members of the Enrollment Team are PA Virtual parents and can speak with prospective families regarding the parent experience. New Family Orientation - Two-week orientation and onboarding for new families, which includes both the parent/learning coach and student. Blackboard Learning Management System - access given to students and learning coaches that provide families with key school information, including, but not limited to, academic calendar, curriculum, teacher courses and lesson plans. School events, virtual and face to face, school clubs, guidance counselor resources, and specific grade level information are also included. Community meeting agendas, and meeting minutes are included. School issued email account - provides a secure and reliable communication channel for parents, learning coaches and school staff. Town Hall Meetings - PA Virtual organizes town hall meetings or virtual forums where stakeholders have the opportunity to voice their opinions, concerns, and suggestions. These meetings facilitate dialogue and allow stakeholders to interact directly with school leaders, fostering transparency and engagement. Weekly Parent Learning Sessions - Parent Ambassadors host virtual parent learning sessions twice a week (Fridays for new families and Mondays for all families). Sessions are recorded for those unable to attend the live session. A special session is held each month in partnership with the Special Education Department. Parent Ambassador Mentor Program - Parents can request to be paired with a Parent Ambassador for mentoring by phone and email. Face to Face Events - Family Support Coordinators and Parent Ambassadors host events throughout the state each month for families to gather together, get to know one another, and enhance learning. These face to face opportunities provide additional opportunities to communicate and develop relationships.

**Upload evidence of community meetings, agendas, and sign-in sheets.**

Community Meetings\_Agendas and Attendance\_2d67d016.pdf

## Student Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Total student enrollment at the end of the school year</b>	2141	2307	2914	3383	3207
<b>Number of students enrolled in June who were enrolled for the full school year (beginning from first day of school year)</b>	1851	1800	2481	2655	2690
<b>Number of students who were enrolled at the October PIMS submittal</b>	2137	1997	2714	2965	2963
<b>Number of current students, excluding graduates, who withdrew during the full school year</b>	435	346	472	579	513

**Did student enrollment decline greater than 10 percent in any year?**

No

**What years? (Select all that apply)**

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

The number of enrolled students at the end of each school year increased between 2018-19 and 2021-22, with the exception of the 2022-2023 school year. On average 82% of students who were enrolled in June were enrolled for a full academic year. Approximately 50% of students enrolled in June had been enrolled in the previous school year. Throughout the school year, PA Virtual conducts a thorough analysis of the withdrawal data collected. This analysis is reviewed and discussed by the Executive, Administrative and Senior Leadership teams. While reasons for withdrawal may vary, the most notable reasons cited in the

2022-2023 withdrawal analysis report include: family relocation out of state 8.3%, transfer to a brick and mortar charter school 3.2%, transfer to a brick and mortar district school 32.0%, transfer to another cyber charter school 7.0%, transfer to a district cyber program 0.7%, transfer to homeschooling 3.7%, transfer to a private school 3.2%, truancy/attendance issues 7.1%, and other/unknown reasons 34.8%. Conversely, PA Virtual has maintained a consistent core of 63% of our families who chose to remain enrolled year over year. Each year a survey is sent to all parents/guardians and learning coaches to gather their input. Several notable reasons gathered from the 2022-2023 survey include: flexibility to adapt the school schedule to the family lifestyle 94%, quality of the curriculum provided 96%, ability to provide a safe and secure learning environment for children while enrolled in a public school 96%, and provide a personalized learning experience for children 92%. Conducting the withdrawal analysis serves multiple purposes for PA Virtual. While acknowledging that the virtual learning environment may not suit the learning styles and needs of every student, PA Virtual values the data and information gleaned from the analysis. It is important to note that reasons for both withdrawal and retention may vary from year to year. This data plays a critical role in informing and improving the school's annual planning process, ensuring that PA Virtual continues to meet the needs and expectations of its students and families.

**Describe the system for maintaining accurate student enrollment and withdrawal information as required under <a**

**href="https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=17A" target="\_blank">Section 1748-A, Enrollment and Notification. 1949 Act 14 - PA General Assembly (state.pa.us)</a>**

PA Virtual complies with all regulations pertaining to student enrollment, including the Public School Code of 1949 and Chapter 11 of Title 22 of the Pennsylvania Code. Except when a child is homeless or in foster care, when a student enrolls at PA Virtual, specific documentation consistent with applicable laws, regulations and Pennsylvania Department of Education mandates is required. This documentation includes proof of the child's age, required immunizations, proof of residency, parent registration statement, and home language survey. In addition, the parent/guardian is required to submit a Charter School Enrollment Notification Form. When an enrollment is complete, PA Virtual provides the student's resident school districts with the Charter School Enrollment Notification form within 15 days. The Charter School Enrollment Notification Form, along with other enrollment documents, are placed in the student's cumulative folder and stored electronically in the secure Student Information System. These records are supervised by the Student Records department. Additionally, when applicable, PA Virtual sends an official Release of Records form to the student's former school, notifying them that the student is officially enrolled at PA Virtual. The Release of Records is signed by the student's parent/guardian and is used to secure the cumulative record from the former school. This record ensures that PA Virtual staff are in receipt of the cumulative academic file from the student's previous school to ensure the instructional process continues seamlessly. A detailed log is kept by the Student Records department which documents all parties that request to view a record. The requesting party must sign the record both out and in. Unless under specific documented circumstances, no one is permitted to remove a record from the records area. The electronic file is only viewable by those staff that have the proper security

level to view the files. The Director of Student Records maintains the list of active staff that are able to view the paper or electronic files. The primary responsibility of the Student Records department is to provide daily oversight and monitoring of records for all actively enrolled students. The withdrawal process at PA Virtual maintains a similar organizational process. When parents withdraw their children, they must complete a formal withdrawal form. The withdrawal process at PA Virtual includes multiple phases, including: The family notifies the Program Specialist of their intent to withdraw. The Program Specialist conducts an exit interview with the family via phone and enters the withdrawal information into an online withdrawal portal. The Program Specialist transmits a verification notification to the family via email. The family reviews the withdrawal form and confirms that the information provided is correct by affixing their signature to the form. The withdrawal form is sent back to the Program Specialist and Student Records Department. The Student Records Department processes the withdrawal within two business days to ensure the student is removed from all internal school information systems. The withdrawn student's record is sent to the student's receiving school within ten business days of the records request. Recognizing that families may choose to withdraw for various reasons, PA Virtual regularly monitors processes related to withdrawals. When a family decides to leave PA Virtual, they are directed to contact their program specialist to initiate the withdrawal process. This process typically involves an interview and a survey, where parents are encouraged to provide feedback about their experience and reasons for withdrawal. Withdrawal records are maintained in PA Virtual's school information systems.

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

PA Virtual Charter School is committed to ensuring the equitable deployment of resources, recognizing the importance of providing all students with an equal opportunity for academic success. The school takes proactive measures to eliminate disparities and promote fairness in resource allocation. One of the key efforts is to provide all students with the necessary technology and internet access to fully participate in virtual learning. PA Virtual ensures that all students have access to reliable laptops, printer & scanner, and a stable internet connection. We work closely with families to identify and address any technological barriers and provide support to ensure that students can effectively engage in their online coursework. In addition to technology, PA Virtual also focuses on equitable access to educational materials and resources. The school provides students with access to a comprehensive digital curriculum, including textbooks when applicable, learning resources, and interactive tools, to support their academic growth. By leveraging online platforms and digital resources, PA Virtual ensures that students have equal access to educational materials regardless of their geographical location or socioeconomic background. PA Virtual also strives to create an inclusive and supportive learning environment by offering various support services. This includes access to counseling, nursing, tutoring, learning coach support and student academic support programs to help students overcome challenges and reach their full potential. The school's dedicated team of educators and support staff work collaboratively with learning coaches to identify individual student needs and provide tailored resources and interventions as required. Furthermore, PA Virtual actively promotes an inclusive and diverse school community. The curriculum is designed to be culturally responsive, representing diverse perspectives

and experiences. The school fosters a welcoming and inclusive environment where all students feel valued and respected, regardless of their background, race, ethnicity, or ability. PA Virtual Charter School engages in continuous assessment and evaluation processes to identify areas for improvement and ensure that resources are distributed equitably. Data is collected to monitor student outcomes, and obtain feedback from students, families, and staff to inform resource allocation decisions and address any identified disparities. Through these efforts, PA Virtual Charter School strives to create a level playing field for all students, ensuring that every learner has equitable access to resources, support, and opportunities for academic success. By promoting fairness and inclusivity, PA Virtual aims to empower students to thrive in their educational journey.

### Waiting List Detail

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>How many students were on the waiting list at the beginning of the year?</b>	0	0	1039	0	0
<b>How many were extended opportunities to enroll?</b>	0	0	1039	0	0
<b>How many enrolled during the year?</b>	0	0	446	0	0

**Has the school been under- or over-enrolled in any given year?**

No

Year	Provide an explanation for the variance.
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**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?**

Data collected from student and family exit interviews reveal the following reason for withdrawal: a) Change in household and family dynamics. b) Learning Coaches returning to work outside the home. c) Students wanting to return to their home school to be with their peers, especially in 8th and 12th grades. d) Learning Coach struggling with technology. Corrective policies include providing more opportunities

for parents to receive support with technology and adjusting to the virtual environment through the utilization of the parent ambassador program. Pairing new families with mentors and the implementation of the New Family Orientation program.

## Technology and Support

### **How is technology used to deliver and support curriculum and instruction?**

Technology is delivered via a laptop. Students are provided a Single Sign On (SSO) Portal web site. From that site they can access their schedules, courses, and curriculum. Communication is provided through feedback in the courses and student provided email. All courses are accessed through Blackboard Learn, the Learning Management System (LMS). The LMS is integrated with our virtual classroom and allows students access to the virtual classroom by clicking on the link in each course. The students are able to interact with teachers live in the online classroom settings. The online meeting rooms were chosen by teachers in conjunction with tech to ensure they meet strict standards for classroom management and instruction delivery methods. Software chosen for online learning environments are set up in such a way that students can break out into small groups for collaboration purposes or work in larger groups toward academic goals.

### **Upload copy of the technology plan**

Technology Plan.pdf

### **How is the cyber charter school improving student learning through the effective use of technology?**

Through technology, the use of online classrooms and collaboration software, students are connected with students across the entire state of Pennsylvania. This learning environment allows students the opportunity of learning alongside a peer group of diverse students to work together in a setting likely not be available in a single geographic location, thereby providing students the resources to meet, collaborate and learn with peers that would otherwise be inaccessible if not for an online learning environment. The online classroom provides the students a unique opportunity to work with teachers, in a group setting or one on one, providing students with a tailored learning experience.

### **What enhancements are planned to improve technology over the next five years?**

In the 2023-2024 School Year, the majority of the school will have moved to the new online class platform that will give teachers more control over content delivery as well as better online test delivery. Content delivery can be conducted either synchronously or asynchronously. The new online class platform will allow for interactive class recordings that permit students to watch the class recording at any time but still ask questions and complete the online work that was given in the live course through the interactive recording. This will give the students who are absent the same learning experience as attending the live session. The new online learning environment will allow teachers to see students taking tests or working independently. While students are working, the teacher is then able to see if there are struggles and or questions with the work. This software allows the teacher to drop in and provide help to the student individually, thereby further tailoring the student learning experience. Creating this enhanced holistic

online system will further allow students to easily move from courses to curriculum to online classroom to extra curricular activities with ease. The holistic approach results from ensuring that all new software that is introduced or requested has the ability to integrate with a Single Sign On and can be easily rostered using currently approved open API standards.

### **Upload a copy of the Children’s Internet Protection Act Policy**

Acceptable Use & Internet Policy.pdf

### **Upload copies of policies and procedures concerning appropriate use of curriculum and training materials**

Acceptable Use & Internet Policy (1).pdf

### **Upload the most recent three (3) months of help desk reports showing the number of tickets and average time to close ticket**

Help Desk Reports (4).pdf

### **What are the most common help desk questions?**

The most common help desk inquiries are related to user accounts, learning management systems, online classrooms and hardware damage.

### **How is technical support provided to students and parents?**

PA Virtual employs a multi-modal system of technical support to its students and parents. This support is provided to students and parents by a combination of outsourced helpdesk (Tier I), in-house technicians (Tier II), and online Frequently Asked Questions (FAQ) resources. PA Virtual has entered into a contractual agreement with Global Help Desk Services, Inc. (GHDSI), for the provision of basic desktop support. Basic desktop support, also known as Tier I desktop support, includes basic troubleshooting and resolution of student computer issues. When a student encounters a computer issue with their school-issued laptop, they are instructed to call a toll free number (877-883-3653) for Tier I support. At this level, basic computer issues relating to software, software drivers and general computing are usually resolved without replacement or physical repair of the student computer. Tier I support is provided Monday through Friday, between the hours of 6am to 10pm, Eastern Standard Time, throughout the calendar year. When a student’s computer issue cannot be resolved by Tier I desktop support, that issue is escalated to PA Virtual’s in-house technicians (Tier II). The school’s Information Technology (IT) department has instituted an automated trouble ticketing system known as Request Tracker (<http://bestpractical.com/rt/>) for the tracking and management of escalated student computer issues. This trouble ticketing system allows seamless communication of student computer issues between Tier I

desktop support and PA Virtual's Tier II support staff. The school employs two full-time technicians who are dedicated to resolving escalated student computer issues and maintaining all student and staff hardware located at the administrative offices. The technology support group is managed by the Manager of Technology Support Services, who is also available to assist Tier II technicians when necessary. In addition, the school employs a network administrator who serves in a backup capacity as a Tier II technician when needed. To ensure that students and parents computing needs are supported in a variety of ways, the school also employs a searchable, online FAQ. This FAQ is a dedicated group of web pages compiled for the purpose of providing students and parents with an easily and quickly accessible resource that addresses most of the frequently asked technology and computing questions that parents have. The FAQ also provides an all-systems status page that allows families and students a 24/7 visual of whether there are interruptions with our online systems.

### **How are hardware, software, and Internet connections provided to students?**

Each PA Virtual student receives a school-issued HP ProBook Elite c640 G3 Chromebook to use while enrolled in school. The computers are equipped with an Intel Core i5-10310U processor, ensuring fast and efficient performance for all educational tasks. The operating system used is Chrome, offering a user-friendly interface and seamless integration with the online learning platform. This system allows students to navigate their coursework with ease and access a wide range of educational resources. The laptops feature a 14" diagonal HD SVA anti-glare micro-edge WLED-backlit display, ensuring a clear and vibrant viewing experience for virtual classrooms and educational content. The Intel UHD Graphics contribute to crisp visuals and smooth multimedia playback, enhancing the overall learning experience. Students benefit from HD Audio with dual speakers and Audio by B&O, ensuring clear and immersive audio during virtual lessons and educational videos. The laptops come equipped with 8 GB of LPDDR4 memory, enabling students to run multiple applications and tasks simultaneously without experiencing any performance issues. The 256 GB SSD provides ample storage space for all educational materials, assignments, and projects. For networking capabilities, the laptops feature the Intel Wi-Fi 6 AX201 802.11a/b/g/n/ac/ax (2x2) Wi-Fi and Bluetooth 5 Combo. The HP Long Life 3-cell, 60 Wh Li-ion battery offers extended battery life, providing up to 12 hours of usage depending on students' needs and activities, allowing for uninterrupted learning throughout the day. The laptops also come with additional features, including a 720p HD-Webcam with a privacy option to safeguard students' privacy during video conferencing sessions. The backlit keyboard enhances typing accuracy and visibility, especially in low-light conditions. As for connectivity options, the laptops offer 2 USB ports, 1 HDMI port, 1 3.5mm combined (mic/headphone) port, 2 USB C ports, and 1 MicroSD port, providing versatile connectivity options for various peripherals and accessories. In addition to a custom hardware configuration, accident insurance is provided to ensure equipment is properly maintained and lasts well into the future. With the laptop, students receive a multifunction (Scan, Copy, and Print) printer, and USB cable. Ink is provided with every printer and two additional ink cartridges are provided midway through the school year at no cost to the student. Other peripheral equipment provided includes a headset and PA Virtual branded laptop carry bag. An internet stipend is paid to each student ensuring student access to the on-line school. The stipend paid is \$35.00 per month for 10 months, per family, while actively enrolled.

**If spyware is installed on student computers, what type of spyware is used? Explain its purpose.**

PA Virtual Currently deploys two spyware software applications. One application is used for the purposes of inventory control (Open Source Computer Inventory). The second application is used for purposes of asset management (Computrace). Both applications report information, to the IT Department, via web portal. Open Source Computer Inventory is an application designed to help system administrators keep track of computer configurations and installed software applications. It is used to ensure that users have approved applications installed and alerts administrators when unauthorized applications have been installed. In addition, this software enables system administrators to relegate software versions installed, push software updates and maintain a cohesive platform. Computrace Absolute software is a laptop theft recovery software with features that include the ability to remotely lock, delete files from, and locate stolen laptops on a map. The persistent security features are built into the firmware of each computer unit. Additionally, the service provides for an Investigations and Recovery Team who partners with law enforcement agencies around the world to return protected laptops to their owners. This software is used to ensure all assets can be accounted for. It enables geolocation of computer units to ensure that computers are located within the geographic boundaries of the Commonwealth of Pennsylvania. This software enables the reporting of IP call history (date / time stamp), IP addressing, and geolocation based on GPS, IP Geo Resolution, Google Maps WI-FI Positioning, and Absolute WI-FI Positioning.

**How does the cyber charter school verify the authenticity of student work?**

PA Virtual utilizes the following methods to ensure the authenticity of student work:

**Secure Online Platforms:** PA Virtual employs secure online platforms that incorporate measures like username/password authentication, encryption, and secure file submission. These features help safeguard student work from unauthorized access and tampering.

**Unique Identifiers:** Each student is assigned a unique identifier or login credentials, which are used to submit their work. This ensures that the work submitted can be traced back to the respective student, maintaining accountability and authenticity.

**Plagiarism Detection Software:** PA Virtual utilizes plagiarism detection software SafeAssign through the LMS (Learning Management System: Blackboard) to scan student submissions and identify potential plagiarism or academic dishonesty. This software compares students' work against a vast database of sources, providing educators with insights into the originality of the submitted work.

**Google Document Version History:** Teachers assign collaborative work in Google Drive and view the progress of an assignment over time. By accessing older versions of a student's work, teachers assess the evolution of ideas and identify any inconsistencies or sudden improvements that might indicate academic dishonesty. Teachers also connect students to their unique contributions.

**Submission Metadata:** When students submit assessments/assignments through Blackboard, the LMS records and tracks metadata associated with each, such as the date and time of submission and time on task with completing the assessment. Analyzing this metadata helps to identify suspicious patterns or inconsistencies with student submissions.

**Rubrics and Grading Criteria:** Teachers establish grading rubrics and assignment criteria. Teachers assess student work against these criteria, looking for indicators of originality, depth of

understanding, and individual effort. State Assessments: PA Virtual takes special measures for state assessments by renting physical spaces for over 30 face-to-face testing sites across the Commonwealth. To ensure the efficient administration of these sites, PA Virtual assigns dedicated administrators to coordinate the logistics, and certified teachers from their staff serve as proctors. These proctors play a critical role in overseeing the assessment process, ensuring test security, and maintaining the integrity of the examinations. Authentic Assessments: PA Virtual emphasizes the implementation of authentic assessments, which require students to demonstrate their knowledge and skills in real-world contexts. Academic Dishonesty – forgery of papers, reports, tests, or notes or any other forms of cheating and/or copying the work of another student or plagiarism from library, publication, or internet sources such as (AI, chatGPT, etc.); actions prohibited by the PA Virtual Charter School and subject to disciplinary action, as well as loss of academic credit. These assessments include project-based tasks, portfolios, or performance-based evaluations. By utilizing authentic assessments, PA Virtual assesses student work comprehensively and individually. Teacher-Student Interaction: PA Virtual emphasizes regular teacher-student interaction through virtual classes, meetings, discussions, and feedback sessions. These interactions allow teachers to gauge the understanding and authenticity of the work submitted by students. Teachers provide guidance, ask clarifying questions, and assess the alignment between students' work and their demonstrated understanding. The authenticity of student work is reinforced through the Student Handbook, specifically with the Code of Conduct. PA Virtual has an Acceptable Use and Internet Safety Policy and defines Academic Dishonesty specifically as a Level I offense with a sequence of progressive discipline should a student engage in any academic dishonesty.

### **How are exams administered and proctored?**

PA Virtual employs multiple strategies to administer and proctor online exams and face-to-face state testing. Here is a refined overview of the process: Online Exams: Secure Online Platforms: PA Virtual utilizes secure online platforms, including username/password authentication, encryption, and secure file submission. These measures protect student work from unauthorized access and tampering. Unique Identifiers: Each student is assigned a unique identifier or login credentials, ensuring that their work can be traced back to them and maintaining accountability and authenticity. Google Document Version History: Teachers assign collaborative work through Google Drive, allowing them to view the progress of assignments over time. By accessing older versions of students' work, teachers can assess the evolution of ideas and identify inconsistencies or sudden improvements that may indicate academic dishonesty. Exam Access and Timing: Students access online exams within a specified timeframe. The exam period is communicated to students in advance, allowing them to plan their schedules accordingly. This ensures that all students have equal opportunities to complete the exams. Submission Metadata: When students submit exams through the learning management system (LMS), metadata is recorded and tracked, including submission dates, times, and time spent on the exam. Analyzing this metadata helps identify suspicious patterns or inconsistencies in student submissions. Teacher-Student Interaction: PA Virtual emphasizes regular teacher-student interaction to support the administration and proctoring of online exams. Teachers engage with students through virtual classes, meetings, discussions, and feedback sessions. This interaction allows teachers to monitor student progress, answer questions, and provide

guidance throughout the exam process. **Academic Integrity Policies:** PA Virtual has established academic integrity policies that outline expectations for students during online exams. Students are educated about the importance of maintaining academic honesty and the consequences of any violations. **Face-to-Face State Testing: Physical Testing Locations:** PA Virtual rents over 30 physical spaces across the Commonwealth for face-to-face state testing. These locations are carefully chosen to provide accessibility and convenience for students. **Site Administrators:** Dedicated administrators are assigned to each testing site to ensure the smooth administration of face-to-face state testing. They coordinate logistics, manage scheduling, ensure compliance with testing requirements, and handle administrative tasks. **Certified Teacher Proctors:** To enhance test security, certified teachers from PA Virtual's staff serve as proctors at the physical testing locations. These proctors play a critical role in overseeing the testing process, ensuring compliance with test protocols, and maintaining the integrity of the examinations. **Test Security Measures:** PA Virtual employs various security measures during face-to-face state testing, including secure test storage and adherence to testing guidelines. Proctors closely monitor the testing environment to prevent misconduct and ensure a fair and secure assessment process. By implementing these measures, PA Virtual ensures the secure administration and proctoring of both online exams and face-to-face state testing. These strategies uphold the integrity of the assessment process and provide students with a reliable evaluation of their academic performance.

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

The Pennsylvania Virtual Charter School fully complies with the Family Educational Rights and Privacy Act (FERPA), (20 U.S.C. § 1232g; 34 CFR Part 99), relating to the privacy of student educational records. To that end, families receive annual notification of PA Virtual's stance and compliance with FERPA through an alert that appears on Blackboard each year. Additionally, FERPA regulations are included in the school's handbook and are housed on the school's website for ongoing reference. There are many safeguards that PA Virtual has implemented to ensure the safety, security, and confidentiality of all student records. To that end, PA Virtual maintains a full service Records Department staffed by a Director of Student Records and two Records Coordinators. Per FERPA regulations, all parents are given the right to inspect the records of their child(ren) upon receipt of written request. Parents/guardians (or eligible students as defined under FERPA) review the record in the presence of the Director of Student Records or Records Coordinators. Any questions and/or concerns are addressed during the meeting. Parents or eligible students have the right to request that PA Virtual correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student is afforded the right to place a statement within the record setting forth the parent or eligible student's view about the contested information. PA Virtual obtains written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31): school officials with legitimate educational interest, other schools to which a student is transferring, specified officials for audit or

evaluation purposes, appropriate parties in connection with financial aid to a student, organizations conducting certain studies for or on behalf of the school, accrediting organizations, to comply with a judicial order or lawfully issued subpoena, appropriate officials in cases of health and safety emergencies, and state and local authorities within a juvenile justice system pursuant to specific state law. PA Virtual may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, prior to doing so, the school will inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. PA Virtual notifies parents and eligible students annually of their rights under FERPA by way of its student handbook, learning management system, and school website. Student records for active and withdrawn students are housed in secured and locked file cabinets in addition to being housed electronically within the student information system, which has advanced firewall technology to ensure security. Gaining access to physical or electronic student records requires formal entry. In addition to the security of the records areas, PA Virtual also maintains a formal process for review and sign out of records. Outside of the Student Records Office, access to student records are limited to senior and executive staff members or by security rights for electronic records housed in the student information system. In order for senior and executive staff to view a student's record they must notify the Director of Student Records or Records Coordinators of the request. The staff member has the option to view the record in the Student Records Office or retrieve a student's record and sign it out of the Student Records Office. The staff member must include their name, record retrieved, date, time in and out in the sign out log. The staff member must then sign the record back in with the Director of Student Records or Records Coordinators when the review is complete. PA Virtual maintains a very strict and guarded posture on the electronic dissemination of student information. When sending student information electronically, PA Virtual staff has a standard procedure of password protecting all confidential records before they are sent to the recipient. The recipient is provided with a password that is used to open the document.

**Upload a copy of the school's policy on cyber bullying**

Anti bullying Policy.pdf

## Truancy Policies

### How is the “school day” defined?

PA Virtual defines the "school day" as the official instructional period based on the school calendar, encompassing 180 designated learning days that exclude weekends, holidays, and breaks. The 180 school days, provides students with a specific number of instructional hours. For students in grades K-6, the school day consists of 5 hours, totaling 900 hours of instruction. Students in grades 7-12 have a slightly longer school day of 5.5 hours, resulting in 990 hours of instruction. This ensures that students receive the required amount of educational content within the established timeframe. This adherence aligns with the requirements set by the Pennsylvania Department of Education, which mandates a minimum of 180 days of instruction between July 1 and June 30 for all public schools. Attendance is captured through the Blackboard online learning platform, which serves as the primary tool for student engagement and attendance monitoring. Students are required to log in daily and actively participate in their online classes, activities, and assignments. This serves as an indication of their presence and involvement in the virtual classroom environment. During synchronous classes, teachers play a significant role in tracking attendance. They ensure that students actively engage in the learning materials and record attendance based on their participation during these real-time virtual sessions. Detailed records of daily student logins and class attendance are meticulously maintained in the student information system, utilizing the Sapphire platform. The reports generated from the student information system are invaluable for monitoring attendance and enabling effective communication. Family Support Coordinators utilize these reports to contact families regarding any absences, facilitating timely intervention and support. For students with asynchronous schedules, there is a requirement to make weekly progress and engage with their online classes daily. Additionally, parents are expected to attend teacher conferences to foster collaboration and involvement in their child's education. If the asynchronous requirements are not met, adjustments may be made to the student's schedule to better support their academic progress by transitioning to synchronous classes. While students are expected to adhere to the school calendar and attend school each day, they have the flexibility to complete online work during holidays or weekends to advance their coursework. However, it's important to note that no attendance credit is awarded for non-school days. By implementing these attendance procedures and utilizing technology platforms, PA Virtual ensures accurate monitoring of student attendance. The detailed records and communication channels with families promote accountability and support effective attendance management. PA Virtual's commitment to providing a high-quality education within a flexible virtual environment remains unwavering.

### How is student attendance for the day monitored and audited?

At PA Virtual, student attendance is carefully monitored and audited through a systematic process to ensure a reliable record of attendance. PA Virtual makes use of the Blackboard learning management system, which serves as a centralized hub for monitoring student attendance. Each day, students are required to log in to Blackboard, indicating their presence and active participation in online classes, activities, and assignments. This serves as an initial checkpoint to track student attendance. During

synchronous (real-time) classes, teachers play an important role in tracking attendance. They monitor students' active engagement and interaction during these live virtual sessions and record attendance based on their participation. This method ensures that attendance is accurately recorded during the interactive learning experience. In cases of student absence, the responsibility lies with the parent/guardian or learning coach to notify the Family Support Coordinator (FSC) or complete an absence excuse form on the attendance website by 9:30 AM. This communication provides a valid excuse for the absence, such as illness or other acceptable reasons. PA Virtual facilitates this communication by using parent email accounts issued and authenticated by the school, ensuring secure and reliable correspondence. To maintain thorough monitoring, PA Virtual generates absence reports at designated times, usually at 10:00 AM and 2:00 PM. These reports identify students who have not attended class and whose parents have not submitted an approved excuse to the Family Support Coordination. If an absence excuse has not been received, the school promptly contacts the parent/guardian or learning coach via email and text message to notify them of the unexcused absence, promoting timely communication and attendance management. At the end of the school day, an additional report is generated to identify students with provisional unlawful absences. Parents of these students receive written notification, including instructions and a timeline, to contact their Family Support Coordinator and provide an approved absence reason. Furthermore, a cumulative report is generated each Wednesday to audit the final absences from the previous school week. Parents are informed of any unlawful absences through written communication, ensuring transparency and accountability. By implementing these procedures and maintaining meticulous records of student logins, class attendance, and absence excuses, PA Virtual ensures accurate monitoring and auditing of student attendance. This system promotes accountability, facilitates timely communication between the school and families, and supports effective attendance management. The careful management of attendance records ensures the school can provide a high-quality educational experience for its students.

### **How are students held accountable for attendance?**

At PA Virtual Charter School, student attendance is a fundamental priority, and the school has implemented a range of methods and policies to ensure accountability. One of the key factors in tracking attendance is students' daily engagement with their coursework. They are expected to actively participate in their online classes, complete assignments, and engage in interactive learning activities. Regular participation serves as an indicator of attendance and involvement in their education. The school's learning management system plays a crucial role in attendance monitoring by tracking students' log-in activities. This data helps identify any patterns of absenteeism and allows the school to intervene when necessary. Close communication between teachers, Family Support Coordinators, students, and parents is another essential aspect of attendance accountability. Family Support Coordinators and teachers maintain regular contact with students and their parents to ensure attendance and address any concerns. If a student's attendance appears inconsistent or there is a decline in engagement, the Family Support Coordinators reach out to offer support and assistance. Parents or guardians have a responsibility to report their child's attendance to the school. They are expected to inform the school in advance of planned absences or unexpected circumstances that may affect attendance. This reporting

allows the school to keep accurate attendance records. PA Virtual Charter School has established attendance policies that outline expectations and consequences related to attendance. These policies define minimum attendance requirements and provide guidelines for addressing excessive absences. In cases where attendance concerns arise, the school provides intervention and support services. This may involve additional communication with parents and students, counseling, or implementing strategies to improve attendance and engagement. For students struggling with truancy, PA Virtual develops individualized attendance improvement plans. These plans outline specific strategies, interventions, and goals to help improve attendance and ensure the student's educational progress. Consequences are in place for truancy at PA Virtual Charter School. These consequences vary depending on the situation and may include the need to make-up missed work, loss of school privileges, such as participating in extracurricular activities, clubs or attending school events. Additional consequences can include detention, attendance meetings with Family Support Coordinators or administrators, and in severe cases, referral to Children and Youth Services. By implementing these student accountability measures, PA Virtual Charter School aims to ensure that students maintain regular attendance and actively engage in their education for successful academic outcomes. The school's commitment to attendance monitoring and intervention reflects its dedication to the overall educational success and well-being of its students.

### **How are parents/guardians held accountable for their student's attendance?**

At PA Virtual Charter School, the accountability for student attendance lies in the collaborative effort between the school and parents. Parents play a vital role as Learning Coaches in their child's online learning experience and are actively involved in monitoring attendance and facilitating their child's active participation in classes. As Learning Coaches, parents are responsible for ensuring their child logs in daily to attend classes and actively engages in class activities. They encourage their child to actively participate in discussions, complete assignments, and meet academic expectations. To track and monitor student attendance, parents typically report their student's attendance regularly through an online attendance form or by submitting attendance documentation to the school via their parent school email account. This reporting helps the school keep accurate records of student attendance. PA Virtual has established attendance policies that outline expectations for student attendance and provide guidelines for parents. These policies may include minimum attendance requirements, consequences for excessive absences, and procedures for reporting and documenting absences. In cases where a student's attendance becomes a concern, PA Virtual provides support and interventions to address the issue. The school collaborates with parents to develop strategies for improving attendance and may offer additional resources or support if needed. For students struggling with truancy, PA Virtual develops individualized attendance improvement plans. These plans include specific strategies, interventions, and goals to help improve attendance and ensure the student's educational progress. Persistent truancy at PA Virtual Charter School may result in various consequences. The nature of these consequences can vary based on the school's policies, jurisdiction, and the severity of the truancy. Possible consequences may include the need to make-up missed work, loss of school privileges, required attendance meetings with school staff or administrators, additional support requirements, and, if necessary, involvement of

Children and Youth services in compliance with applicable laws and regulations. By implementing these measures, PA Virtual Charter School emphasizes the importance of parent involvement in maintaining student attendance and supporting their child's learning journey. The school's attendance policies, reporting systems, support interventions, and consequences for truancy work together to create a culture of accountability and ensure that students have the best opportunity for academic success.

**Upload attendance policy and all forms used to implement these policies**

attendance policy (2).pdf

**Upload truancy policy and all forms used to implement these policies**

Attendance Truancy policy and all forms used to implement these policies.pdf

**Upload withdrawal policy and all forms used to implement these policies**

Withdraw Policy.pdf

**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.**

PA Virtual Charter School is committed to efficiently managing student attendance and withdrawals, all while maintaining a compliance-oriented and transparent communication approach. When a student accrues three unlawful absences, PA Virtual takes action by notifying the parent and respective local school districts in writing. Additionally and most importantly, PA Virtual initiates a school attendance improvement plan with the family to implement interventions and re-engage the student in their learning journey. In cases involving non-special education students, PA Virtual follows a structured truancy process. After the third unlawful absence, the school informs parents or guardians in writing about the student's truancy status and outlines the potential consequences of habitual truancy. A dedicated Family Support Coordinator engages the family in a School Attendance Improvement Plan (SAIP) conference. While a SAIP is devised regardless of parental participation, collaborative efforts between the family and the school typically yield the best outcomes. Should a student accumulate six unlawful absences within the school year, PA Virtual enforces Friday detention and subsequently notifies the student's local county children and youth services regarding their habitually truant status and a request is made to be referred to either a school-based or community-based attendance improvement program. If all attempts at communication remain unanswered or PA Virtual is not provided with evidence the absences are legal and the non-special education student reaches ten consecutive unlawful absences, the student will be removed from PA Virtual's active rolls. The school communicates the withdrawal in writing to the parent and the student's local district of residence. PA Virtual remains fully aligned with the mandates set forth by the Individuals with Disabilities Education Act (IDEA) and 22 Pa Code Chapter 14 for students with an individualized education plans throughout the process. To ensure seamless

communication, PA Virtual maintains an ongoing practice of providing written notifications to local school districts for every student withdrawal.

**How often has the cyber charter school provided such notification to resident school districts in the previous school year?**

PA Virtual notifies resident school districts of truancy every time a student is withdrawn due to missing 10 consecutive days of school. A formal withdrawal letter is sent to each district within ten business days of the student being withdrawn from the school. During the 2022-2023 school year, PA Virtual sent 81 withdrawal letters to resident school districts for students that were withdrawn for truancy.

## **Extracurricular Activities**

**Does the cyber charter school maintain any agreements with local school districts regarding the participation of cyber charter school students in district extracurricular activities?**

No

**Does the cyber charter school host any social events for enrolled students?**

Yes

**Upload list of social events for enrolled students**

Social events for enrolled students - Social\_Educational Events.pdf

**Are they available to all students?**

Yes

## School Safety

### Upload a copy of the school safety plan

PAVCS\_Crisis\_Manual (2).pdf

### **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.**

PA Virtual Charter School recognizes the importance of providing comprehensive support services to ensure the success and achievement of each student. The SAP team and guidance department have established outreach efforts for students, parents, and staff to prevent barriers impacting academic achievement. The guidance department adheres to the standards set by the American School Counselor Association (ASCA) and the Pennsylvania Academic Standards for Career Education and Work. Through virtual classroom sessions and phone conferences, guidance counselors offer individual and small group counseling, classroom guidance sessions, and small learning community assemblies, providing valuable resources and support to families when needed. Family Support Coordinators are vital in community-based support, engaging with families through social activities and organizing outings throughout the year. They collaborate with the SAP and guidance teams to develop a Community Resource Manual, connecting families with local agencies and organizations for additional support during times of crisis. The guidance and SAP teams continuously develop relationships with community agencies across the state, expanding the services and resources available to students and their families. PA Virtual's Diamond Model of Partnership emphasizes the collaborative nature of the support mechanisms, bringing together teachers, guidance counselors, principals, family support coordinators, students, and learning coaches to ensure that each student receives comprehensive support tailored to their individual needs. In addition to SAP services, the guidance department collaborates with members of the PA Virtual community to offer grade-level programming that educates and empowers students, including life skills and real-world applications. At the same time, the high school health program explores topics related to substance abuse prevention, self-esteem, and mental, social, and academic well-being. To create a safe learning environment, bullying and cyberbullying are addressed through assemblies for students, teachers, and parents, explaining the anti-bullying policy and the steps to prevent bullying incidents. Throughout the school year, grade-level guidance sessions cover friendship skills, self-esteem, and decision-making. Promoting healthy self-esteem and decision-making is paramount, which is why PA Virtual recognizes Mental Health Awareness Month. The team offers grade-level sessions to address age-appropriate topics, social and coping skills sessions for younger students, and stress management and managing skills sessions for older students. PA Virtual also emphasizes career exploration and preparation. The guidance department collaborates with the community to host a speaker series featuring individuals from various fields who share their experiences with students. Career awareness sessions, goal setting, post-secondary planning, and the Graduation Project enable students to explore their interests and connect academic achievements to future aspirations. Lastly, dropout prevention efforts help students set and achieve their post-secondary goals, including academic support, study

skills education, referrals to community agencies when necessary, and assistance in making informed decisions about schooling and future plans. Identifying at-risk students early allows the implementation of effective measures to enhance dropout prevention.

**Upload agreements with county agencies to provide mental health and drug abuse counseling, if applicable.**

**Describe the cyber charter school's expectations for student behavior and discipline and how the cyber charter school's discipline policy complies with [Chapter 12 of the Pennsylvania Education Regulations, Title 22](https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter12/chap12toc.html), particularly with respect to due process for students.**

PA Virtual Charter School upholds clear expectations for student behavior and maintains a comprehensive discipline policy that aligns with Chapter 12 of the Pennsylvania Education Regulations, Title 22, ensuring due process for students. When a student violates the Code of Student Conduct, the process begins with a Written Referral, which presents the offense in written form, specifying the breach of conduct for which the referral is issued. Following the Written Referral, the student is promptly notified of the alleged violation by the Principal or designee, giving them the chance to explain their side of the story during the Student Notification stage. An Initial Conference is then conducted at each level of discipline, where the charges and evidence against the student are clearly explained, and the student is given an opportunity to present their perspective. The Principal or designee further engages in a discussion with the student, explaining the Charges and Evidence and allowing the student to present their side of the story before any disciplinary action is taken. Before resorting to suspension, the school endeavors to employ Parental Assistance or alternative measures, except in cases of emergency, disruptive conditions, or serious breaches of conduct. Parental Notification is also a crucial aspect of the process, as the Principal or designee attempts to communicate with the parent by telephone or email to inform them of the student's misconduct and the next steps in the disciplinary process. Additionally, written notice is sent within 24 hours of disciplinary action, outlining the action taken and the reasons behind it. The discipline policy outlines specific Violations Leading to Suspension, specifying the conditions under which short-term suspension or other low-level disciplinary actions may be applied. Multiple violations at this level can result in long-term suspension or expulsion. To ensure due process for suspensions, students suspended for more than three days are granted an informal hearing. During this process, parents are notified in writing, and the student is informed of the alleged violation, given an opportunity to respond, and informed of the recommended remedial measures and consequences of future infractions. In cases of expulsion, a formal hearing process is followed. Written notice is provided to the parent or guardian, describing the misconduct and setting the times and place of the hearing. The student has the right to legal representation, access to information on the prosecution's witnesses, the right to testify and present witnesses, and the right to appeal to the Court of Common Pleas. As outlined above, PA Virtual Charter School's discipline policy ensures that students are provided with fair notice, fair procedures, and a fair hearing as required by Chapter 12 of the Pennsylvania Education Regulations,

Title 22. The policy aims to maintain a safe and conducive learning environment while upholding students' rights and providing them with opportunities for improvement and growth.

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

Student\_Handbook.pdf

**List and explain the cyber charter school suspension and expulsion history for the past 3 years.**

	<b>Number of Students Suspended</b>	<b>Number of Students Expelled</b>	<b>Explanation</b>
<b>2021-2022</b>	0	0	n/a
<b>2020-2021</b>	0	0	n/a
<b>2019-2020</b>	0	0	n/a

**Describe the interventions/processes in place to reduce the number of suspensions and expulsions.**

PA Virtual Charter School has had no out of school suspensions and no expulsions over the past five years. This indicates that the school has been successful in creating a safe and inclusive learning environment where disciplinary actions have been minimized. The focus at PA Virtual is on fostering positive behavior, promoting academic growth, and providing necessary support to students to ensure their success.

**Upload copies of the staff clearance protocols for:**

**Act 4 Background Checks**

Act 4 Background Checks (2).pdf

**Act 126 Child Abuse**

Act 126 Child Abuse (2).pdf

**Act 168 Employment History**

Act 168 Employment History (2).pdf

**Act 82 Lifetime Bans**

Act 82 Lifetime Bans (1).pdf

**Act 24 Reporting Arrests**

Act 24 Reporting Arrests (2).pdf

**Upload Suicide Awareness and Prevention Policy**

Suicide Awareness and Prevention Policy (2).pdf

**Upload Act 71 Youth Suicide Awareness and Prevention Plan**

Act 71 Youth Suicide Awareness and Prevention Plan (3).pdf

**Upload a copy of the school's board-approved Health and Safety Requirements Policy**

Health and Safety Plan (1).pdf

## **Signature and Assurances**

### **Signatures and Assurances**

#### **Upload Board Affirmation Statement**

1 -PA Virtual Charter School\_ Charter Renewal affirmation page.pdf

#### **President, Board of Trustees**

Board President signature can be found in the Uploaded Board Affirmation Statement.

#### **Date**

9/25/2023

#### **Secretary, Board of Trustees**

Board Secretary signature can be found in the Uploaded Board Affirmation Statement.

#### **Date**

9/25/2023

#### **Chief Executive Officer**

Debra Heath-Thornton

#### **Date**

2023-12-14



## 2024 -2029 Charter Renewal Application

PDE 414 - Professional Staff Roster

<b>Professional Staff - Pennsylvania Virtual Charter School</b>								
<b>Staff #</b>	<b>Name of Employee (List in Alpha. Order)</b>	<b>PPID #</b>	<b>All areas of Certification/ Type of Certificate</b>	<b>Grades Teaching or Serving</b>	<b>All Areas of Assignment Subject Areas Teaching or Services Provided</b>	<b>Hours Worked in Assign</b>	<b>% of Time in Certified Position</b>	<b>Time in Areas Not Certifie</b>
1	Achey, Nathan				Director of Information Technology	2080		100%
2	Adamo, Debra		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	7	ELA	1536	100%	
3	Adams, Christine		PRINCIPAL PK-12_1115 Administrative ELEMENTARY K-6_2810MIDDLE LEVEL SCIENCE 6-9_2880		Assistant Principal, K-4	2080	100%	
4	Adornetto, Danielle		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist		Assistant Director of Guidance & Fed Programs	2080		100%
5	Afshari, Laura		MID-LEVEL CITIZ. ED 6-9_2870 ENGLISH 7-12_3230COMMUNICATIONS 7-12_3200ONLINE INSTRUCTION PROGRAM PK-12_1184 EndorsementPRINCIPAL PK-12_1115 Administrative		Principal, 9-12	2080	100%	
6	Ahohuendo, Omonyale		FRENCH PK-12_4410 SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	French & Social Studies	1616	100%	
7	Alba, Samuel		PRINCIPAL PK-12_1115 Administrative GENERAL SCIENCE 7-12_8450BIOLOGY 7-12_8405		Assistant Principal, 9-12	2080	100%	
8	Alcaro, Melissa		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Principal, Onboarding & Prof Development	2080	100%	
9	Alcott, Heather		MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-6_2810READING SPECIALIST_7650MID-LEVEL ENGLISH 6-9_2850	K, 1 & 2	Academic Support	1536	100%	
10	Allen, Joshua		GRADES 4-8-ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100		Instructional Coach, 5-8	2080	100%	
11	Allison, Leigh Ann		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K	Self-Contained	1536	100%	
12	Anderson, Kathryn		ELEMENTARY K-6_2810 MUSIC PK-12_7205	9, 10, 11, 12	Music	1536	100%	
13	Andrews-Gilmore, Vicki				Director of Diversity, Equity, & Inclusion	2080		100%
14	Ansel, Jessica		EARLY CHILDHOOD N-3_2840	3 & 4	Academic Support	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
15	Archer, Gladys		SPANISH PK-12_4490 ELEMENTARY K-6_2810	9, 10, 11, 12	Spanish	1192	100%	
16	Astorino, April		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	Career Educator	1616	100%	
17	Austin, Amy		ELEMENTARY K-6_2810	1 & 2	New Family Orientation Teacher	1656	100%	
18	Bacon, Tamara		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
19	Bahn, Tanya		SPECIAL EDUCATION PK-12_9225 ENGLISH 7- 12_3230SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Math-SPED	1536	100%	
20	Bank, Amanda		ELEMENTARY K-6_2810 LIBRARY SCIENCE PK- 12_6420READING SPECIALIST PK-12_7650	3	Self-Contained	1536	100%	
21	Barger, Laurie		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	5 & 6	Academic Support	1616	100%	
22	Barnett, Katie		ELEMENTARY K-6_2810 NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	1	Self-Contained	1536	100%	
23	Barth, Marika		SPECIAL EDUCATION PK-12_9231	9, 10, 11, 12	SPED-Math	440	100%	
24	Bartholomew, Rebecca		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650		Assistant Director of Enrollment			100%
25	Battle, LaToya		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	School Counselor	1616	100%	
26	Bauer, Vanessa		MATHEMATICS 7-12_6800	8	Math	1536	100%	
27	Baumgard, Stephanie		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	2	SPED	1616	100%	
28	Bazilian, Heidi		ENGLISH 7-12_3230 ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement	9, 10, 11, 12	English	1536	100%	
29	Beatty, Mindy		ELEMENTARY K-6_7200	3	Self-Contained	1536	100%	

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30	Becker, Kinet		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810MENT AND/OR PHYS HANDICAPPED K-12_9235SUPVR SPECIAL EDUCATION PK-12_9215 Supervisory		Director of Special Education	2080	100%	
31	Berroa, Brigette		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
32	Betzenberger, Suzanne		GENERAL SCIENCE 7-12_8450 PHYSICS 7-12_8470MID-LEVEL MATHEMATICS 6-9_2860EARTH AND SPACE SCIENCE 7-12_8440BIOLOGY 7-12_8405ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement	9, 10, 11, 12	Science	1536	100%	
33	Bieber, Melissa		ELEMENTARY K-6_2810	4	Self-Contained	1536	100%	
34	Billups, Jason				Financial Advisor to the CEO & CFO	1040		100%
35	Blizman, Jennifer		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
36	Bohanan, Lindsey		SPECIAL EDUCATION PK-12_9231	5, 6, 7, 8	ELA-SPED	1504	100%	
37	Bornancini, Michelle		GRADES PK-4_2825 ENGLISH AS A SECOND LANGUAGE-ELS PK-12_4499 Program Specialist	K-4	ELL	1536	100%	
38	Bosiljevac, Jacob		ENGLISH 7-12_3230	9, 10, 11, 12	Academic Support	1504	100%	
39	Brandt, Heather		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	K	New Family Orientation Teacher	1656	100%	
40	Brodhag, Jennifer		ELEMENTARY K-6 EARLY CHILDHOODd N-3		Director of Parent Education & Engagement	2080		100%
41	BuAli, Shaikha		PRINCIPAL PK-12_1115 Administrative ARABIC PK-12_4005MID-LEVEL MATHEMATICS 6-9_2860GENERAL SCIENCE 7-12_8450ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225SUPERINTENDENT PK-12_1150 Letter of Eligibility		Chief Academic Officer	2080	100%	
42	Burke, Jennifer		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405ONLINE INSTRUCTION PROGRAM_1184 Endorsement	9, 10, 11, 12	Science	1536	100%	

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43	Burneisen, Lyndsay		SAFETY ED/DRIVER ED 7-12_5215 HEALTH & PHYSICAL ED PK-12_4805	9, 10, 11, 12	Health/PE	768	100%	
44	Byers, Heather		ART PK-12_1405 SPECIAL EDUCATION 7-12_9227	7 & 8	New Family Orientation Teacher	1656	100%	
45	Byers, Colien		SPECIAL EDUCATION PK-12_9225 SPECIAL EDUCATION PK-12_9512 Supervisory Supvr		Special Education Instructional Coordinator	2080	100%	
46	Byham, Melinda		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
47	Byron, Andie Carole				Assistant Director of Enrollment Communication	2080		100%
48	Callahan, Jessica		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235READING SPECIALIST PK- 12_7650	K, 1 & 2	Academic Support	1536	100%	
49	Campbell, Emily		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	7 & 8	ELA-SPED & LS	1536	100%	
50	Capone, Jennifer		GRADES PK-4_2825	1	Self-Contained	1536	100%	
51	Card, Mackenzie		GRADES PK-4_2825	K-4	Self-Contained	2080	100%	
52	Cardosi, Sarah		ELEMENTARY K-6_2810 READING SPECIALIST K- 6_7650MENT AND/OR PHYS HANDICAPPED K- 12_9235		Special Education Enrollment Coordinator	2080	100%	
53	Carr, Katelyn		GENERAL SCIENCE 7-12_8450 GRADES 4-8-ALL SUBJECTS 4-6 SCIENCE 7-8_3100GRADES PK-4_2825	7 & 8	Science	1352	100%	
54	Casarella, Kimberly		ELEMENTARY K-6_2810		Assistant Director, Student Data & Assessment	2080		100%
55	Celedonia, Kathryn		ELEMENTARY K-6_2810	3 & 4	New Family Orientation Teacher	1656	100%	
56	Cheng, Christina		BIOLOGY 7-12_8405 CHEMISTRY 7-12_8420	9, 10, 11, 12	Science	1536	100%	
57	Claar, Janese		EARLY CHILDHOOD N-3_2840	K	Self-Contained	1536	100%	
58	Cleary, James		GRADES 4-8/ALL SUBJECTS 4-6_SCIENCE 7-8_3100 CHEMISTRY 7-12_8420	7	Life Science	1536	100%	
59	Cook, Kimberlee				Manager of Technology Support Services	2080		100%
60	Cooney, Tara		GRADES PK-4_2825	2	Self-Contained	1536	100%	
61	Cope, Jessica		EARLY CHILDHOOD N-3_2840 ELEMENTARY K- 6_2810	5	Self-Contained	1616	100%	
62	Costa, Richard				School Safety/Security Coord & Facilities Mgr	2080		100%

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63	Craig, Julie		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 TEACHER NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	4	Self-Contained	1536	100%	
64	Criner, Nicole		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	6	Math-SPED	1616	100%	
65	Croyle, Bethany		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	5, 6, 7, 8	Life Skills-SPED	1536	100%	
66	Cushman, Danielle		GRADES PK-4_2825	3 & 4	Self-Contained	1616	100%	
67	Daily, Katie		ELEMENTARY K-6_2810 MMENT AND/OR PHYS HANDICAPPED K-12_9235	9, 10, 11, 12	Life Skills-SPED	1536	100%	
68	Dajczak, Amy		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225MID-LEVEL ENGLISH 6-9_2850READING SPECIALIST PK-12_7650	K	Self-Contained	1536	100%	
69	Davis, Bryan		MID-LEVEL MATHEMATICS 6-9_2860 SOCIAL STUDIES 7-12_8875CITIZENSHIP 7-12_8825TECHNOLOGY EDUCATION PK-12_6075	9, 10, 11, 12	Social Studies	1536	100%	
70	DeBiase, Sean		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1504	100%	
71	DeSalva-Gaffney, Meredi		SPANISH PK-12_4490	9, 10, 11, 12	Spanish	1536	100%	
72	DellaPenna, Jennifer		ELEMENTARY K-6_2810		Assistant Director, Curriculum & Instruction	2080		100%
73	Dennis, Colleen		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825 I	3	SPED	1536	100%	
74	Dobbin, Jordan		ENGLISH 7-12_3230 SPECIAL EDUCATION 7-12_9229	9, 10, 11, 12	SpEd & Reg Ed English	1536	100%	
75	Dombach, Bethany		ENGLISH 7-12_3230 GRADES 4-8 - ALL SUBJECTS 4-6 ELA & READING 7-8_3100PRINCIPAL PK-12_1115 Administrative		Assistant Principal. 9-12	2080	100%	
76	Donaldson, Kristin		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225.		Special Education Instructional Coordinator	2080	100%	
77	Donohoe, William		EARTH AND SPACE SCIENCE 7-12_8440 BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1536	100%	
78	Dorneman, Jessica		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	

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79	Dzemyan, Scott		SOCIAL STUDIES 7-12_8875 EARTH AND SPACE SCIENCE 7-12_8440GENERAL SCIENCE 7- 12_8450BIOLOGY 7-12_8405	8	Physical Science	1616	100%	
80	Egloff-Tufariello, Robin		ELEMENTARY K-6_2810	4	Self-Contained	1536	100%	
81	Eisenhower, Gabrielle		ENGLISH 7-12_3230 GRADES 4-8_ALL SUBJECTS 4- 6/MATHEMATICS 7-8_3100GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100		Field Placement & Career Services Manager	2080	100%	
82	Elder, Robin		MATHEMATICS 7-12_6800	8	Acad Sup-Math	1536	100%	
83	Factor, Hilary		MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL MATHEMATICS 6-9_2860MID-LEVEL SCIENCE 6- 9_2880ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225	6	Self-Contained	1536	100%	
84	Ferrantino, Mariane		ENGLISH 7-12_3230 SPECIAL EDUCATION 7- 12_9227		ELA-SPED	1536	100%	
85	Fine, Nathan		PHYSICS 7-12_8470 BUS-COMPUTER-INFO TECH PK- 12_1603MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
86	Firko, Emily		ELEMENTARY K-6_2810	6	Self-Contained	1536	100%	
87	Fitzgerald, Louri				Director of Family Support	2080		100%
88	Fitzpatrick, Jason		ELEMENTARY K-6_2810 MID-LEVEL CITIZ. ED 6- 9_2870ONLINE INSTRUCTION PROGRAM PK- 12_1184 EndorsementPRINCIPAL PK-12_1115 Administrative Provisional		Principal, Pupil Services	2080	100%	
89	Ford, James		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810EARLY CHILDHOOD N-3_2840	5 & 6	Acad Sup	1536	100%	
90	Freynik, Erin		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	

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91	Gagliardi, Susan		EARLY CHILDHOOD N-3_2840 MENT AND/OR PHYS HANDICAPPED K-12_9235ELEMENTARY K-6_2810	6	Self-Contained	1616	100%	
92	Gallagher, Christine		ELEMENTARY K-6_2810 PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Princpal, K-4	2080	100%	
93	Galo, Kristen		ELEMENTARY K-6_2810 MID-LEVEL ENGLISH 6- 9_2810MID-LEVEL MATHEMATICS 6-9_2860	5	Self-Contained	1616	100%	
94	Garbutt, Victoria		GRADES PK-4_2825	K-4	Art	1536	100%	
95	Gehrett, Patricia		ELEMENTARY K-6_2810	1	Self-Contained	1536	100%	
96	Gibbs, Jennifer		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	English	1536	100%	
97	Gilligan, Thomas		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230ELEMENTARY K-6_2810		Director of Student Data & Assessment	2080		100%
98	Glevicky, Amanda		EARLY CHILDHOOD N-3_2840	2	Self-Contained	1616	100%	
99	Glisan, Caley		MATHEMATICS 7-12_6800	7	Math	1616	100%	
100	Gnibus, Kristy		BUS-COMPUTER-INFO TECH PK-12_1603 COMMUNICATION 7-12_3200FAMILY-CONSUMER SCI PK-12_5600PRINCIPAL PK12_1115 Administrative	9, 10, 11, 12	Fam & Cons Science	1616	100%	
101	Gomes, Carolyn		CHEMISTRY 7-12_8420 MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1616	100%	
102	Goodwin, Sarah		MATHEMATICS 7-12_6800 PHYSICS 7-12_8470	9, 10, 11, 12	Science	1536	100%	
103	Gorley, Kyli		GENERAL SCIENCE 7-12_8450 MATHEMATICS 7- 12_6800	9, 10, 11, 12	Math	1536	100%	
104	Grady, John		SOCIAL STUDIES 7-12_8875	7 & 8	World History	824	100%	
105	Graham, Pamela				Manager of AP/Billing	2080		100%
106	Grantz, Jacob		GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7- 8_3100 READING SPECIALIST PK-12_7650	8	History	1536	100%	
107	Grantz, Mallory		MUSIC PK-12_7205	K-4	Music	1536	100%	

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108	Gregoris, Jennifer		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860EARLY CHILDHOOD N- 3_2840	6	Self-Contained	360	100%	
109	Grieff, Hannah		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	9, 10, 11, 12	ELA-SPED	1616	100%	
110	Grimes, Ruth		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	
111	Gulbis, Sigrid		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
112	Gunter, Susan		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	
113	Hake, Megan		MID-LEVEL ENGLISH 6-9_2850 EARLY CHILDHOOD N-3_2840ELEMENTARY K-6_2810ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 Program Specialist	4	Self-Contained	1536	100%	
114	Hall, Lauren		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230	9, 10, 11, 12	Social Studies	1536	100%	
115	Hall, Nathan		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program SpecialistCITIZENSHIP 7-12_8825SOCIAL STUDIES 7-12_8875ENGLISH 7- 12_3230COMMUNICATIONS 7-12_3200	5, 6, 7, 8	ELL	1504	100%	
116	Hammell, Rebecca		ELEMENTARY K-6_2810	6	Self-Contained	1504	100%	
117	Hansen, Katherine		BIOLOGY 7-12_8405 ELEMENTARY K- 6_2810GENERAL SCIENCE 7-12_8450SPECIAL EDUCATION PK-12_9225	5 & 6	Academic Support	1536	100%	
118	Harbaugh, Andrea		ART PK-12_1405 MID-LEVEL CITIZ. ED 6- 9_2870MID-LEVEL ENGLISH 6-9_2850ELEMENTARY K-6_2810	9, 10, 11, 12	Fine Art	1536	100%	
119	Haroun Mahdavi, Deena		GRADES PK-4_2825 GRADES 4-8: ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100	5, 6, 7, 8	Academic Support-Math	1536	100%	
120	Harris, Kellene		SOCIAL STUDIES 7-12_8875 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARES AND READING 7-8_3100	7	History	1536	100%	

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121	Harris, Tasha		BIOLOGY 7-12_8405 EARLY CHILDHOOD N-3_2840ELEMENTARY K-6_2810	9, 10, 11, 12	Instructional Coach	2080	100%	
122	Harvey, Barry		MATHEMATICS 7-12_6800 SPECIAL EDUCATION PK-12_9225ELEMENTARY K-6_2810	7	Math	1536	100%	
123	Hauger, Michelle		EARLY CHILDHOOD N-3_2840	1	Self-Contained	1616	100%	
124	Hayes, Sarah		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_3230GRADES PK-4_2825GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100	9, 10, 11, 12	English	1536	100%	
125	Hayes, Kelly		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program SpecialistENGLISH 7-12_3230FAMILY-CONSUMER SCI PK-12_5600GRADES PK-4_2825HEALTH PK-12_4810LIBRARY SCIENCE PK-12_6420	9, 10, 11, 12	English	1616	100%	
126	Heath-Thornton, Debra		SUPERINTENDENT PK-12_1150 Commission Qualification Letter		Chief Executive Officer	2080		100%
127	Henderson, Jessica		READING SPECIALIST PK-12_7650 SPECIAL EDUCATION PK-8_9226SPECIAL EDUCATION 7-12_92271	9, 10, 11, 12	Social Studies-SPED	1040	100%	
128	Heyl, Stephanie		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
129	Hicks, Mary Jo		ELEMENTARY K-6_2810	K, 1 & 2	Self-Contained	1536	100%	
130	Hilf, Kelly		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	6	Self-Contained	1536	100%	
131	Hilf, Lee-Ann		ELEMENTARY K-6_2810	6	Self-Contained	1536	100%	
132	Himmelberger, Amanda		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
133	Horvat, Lori		ENGLISH 7-12_3230	8	ELA	1536	100%	
134	Howe, Malena		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
135	Huegel, Jillian		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	1	Self-Contained	1536	100%	
136	Hurley, Heather		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	

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137	Hutcheson, Joseph		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative	5, 6, 7, 8	Instructional Coach	2080	100%	
138	Irvine, Timothy		MATHEMATICS 7-12_6800 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	7 &	Academic Support-Math	1616	100%	
139	Jaroudi, Brittany		ART PK-12_1405	7 & 8	Art	1536	100%	
140	Jarrett, Kelly		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1616	100%	
141	Jeffries, Bridgit		ELEMENTARY K-6_2810	4	Self-Contained	1616	100%	
142	Jena, Amanda		GRADES PK-4_2825 SPECIAL EDUCATION PK- 8_9226	3 & 4	SPED	1504	100%	
143	Johnson-Flowers, Janae		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	10	School Counselor	672	100%	
144	Jones, Cynthia		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	2	Self-Contained	1536	100%	
145	Jones, Jessica		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
146	Kapanjie, Jennifer		BUS-COMPUTER-INFO TECH PK-12_1603 MID- LEVEL MATHEMATICS 6-9_2860	9, 10, 11, 12	BCIT	1536	100%	
147	Karney, Robert		BUS-COMP-INFO TECH K-12_1603 MID-LEVEL CITIZ. ED 6-9_2870ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 Program SpecialistENGLISH 7-12_3230	7	History	1536	100%	
148	Kauffman, Paige		GRADES PK-4_2825	K-4	Elementary Building Sub	2080	100%	
149	Kaufman, Colleen		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	K	Self-Contained	1536	100%	
150	Keiser, Renee		ELEMENTARY K-6_2810	5 & 6	Self-Contained			
151	Kelly, Lorriene		ENGLISH AS A SECOND LANGUAGE PK-12_4499 Program SpecialistENGLISH 7-12_3230SPANISH PK- 12_4490	9, 10, 11, 12	ELL/Academic Support	1536	100%	
152	Key, Damon				Director of Student Records	2080		100%
153	Keys, Jessica		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	School Counselor	672	100%	

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154	King, Sandra		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405EARTH AND SPACE SCIENCE 7-12_8440	9, 10, 11, 12	Science/Academic Support	1536	100%	
155	Kissick, Jessica		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
156	Klasnic, Trina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K	Self-Contained	1536	100%	
157	Klingenberg, Angela		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	5, 6, 7, 8	Life Skills-SPED	1536	100%	
158	Kolakowski, Kalina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
159	Konefsky, Dylan		GENERAL SCIENCE 7-12_8450	9, 10, 11, 12	Science	1536	100%	
160	Kostasas, Susanne		SPECIAL EDUCATION PK-12_9225 MID-LEVEL MATHEMATICS 6-9_2860READING SPECIALIST PK-12_7650FAMILY-CONSUMER SCI PK-12_5600ELEMENTARY K-6_2810ENGLISH 7-12_3230	9, 10, 11, 12	English/Academic Support	1616	100%	
161	Krefta, Leslie		ELEMENTARY K-6_2810 GRADES 4-8: ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS & READING 7-8_3100LIBRARY SCIENCE PK-12_6420GRADES 4-8: ALL SUBJECTS 4-6 SCIENCE 7-8_3100GRADES 4-8: ALL SUBJECTS 4-6 SOCIAL STUDEIS 7-8_3100	5 & 6	Academic Support	1616	100%	
162	Krystofolski, Lisa		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225TEACHER-NURSERY/KINDERGARTEN N-K_12833 Private School		Transition Coordinator	2080	100%	
163	Kubica, Regina		MENT AND/OR PHYS HANDICAPPED K-12_9235 MID-LEVEL ENGLISH 6-9_2850PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
164	Kwiecinski, DeAnna		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	6	Self-Contained	1616	100%	

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165	Kyler, Rachel		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_9225	9, 10, 11, 12	ELA-SPED	1536	100%	
166	Lauffer, Peyton		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	
167	Lawrence, Abigail		MUSIC PK-12_7205	5 & 6	Music	1536	100%	
168	Leach, Megan		MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL MATHEMATICS 6-9_2860SPECIAL EDUCATION PK-12_9225READING SPECIALIST PK-12_7650LIBRARY SCIENCE PK-12_6420FAMILY-CONSUMER SCI PK-12_5600	9, 10, 11, 12	Math & Science-SPED	1616	100%	
169	Leon, Anjleke		SPECIAL EDUCATION PK-12_9225 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 9-12	2080	100%	
170	Lewis, Bradley		SOCIAL STUDIES 7-12_8875 MATHEMATICS 7-12_6800	8	Math	1616	100%	
171	Liberatore, Maddie		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist		School Counselor, 9-12	752	100%	
172	Limpert, Alyssa		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	3 & 4	SPED	1536	100%	
173	Lisowski, Sandra		ELEMENTARY & SECONDARY COUNSELOR PK-12_1839 Educational Specialist	5, 6, 7, 8	School Counselor	202	100%	
174	Little, Melissa		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	K	Self-Contained	1536	100%	
175	Lively, Jessica		ENGLISH 7-12_3230	7 & 8	ELA	1616	100%	
176	Luis, Maria		SPECIAL EDUCATION PK-12_9231	9, 10, 11, 12	Life Skills-SPED	1616	100%	
177	Lusk, Lauren		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825READING SPECIALIST PK-12_7650	K	Self-Contained	1616	100%	
178	Maddix, Karen		BIOLOGY 7-12_8405 GENERAL SCIENCE 7-12_8450	7	Life Science	1536	100%	

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179	Major, Margaret		PRINCIPAL PK-12_1115 Administrative CAREER AND TECHNICAL-COOPERATIVE ED 7-12_2361CAREER AND TECHNICAL-MEDICAL ASSISTANT 7-12_2207CAREER AND TECHNICAL-HEALTH ASSISTANT 7-12_2202CAREER AND TECHNICAL-ALLIED HEALTH SCIENCES TECH 7-12_2298. CAREER AND TECHNICAL-NURSES AIDE 7-12_2213	9, 10, 11, 12	Career Educator	1424	100%	
180	March, Caitlin		HEALTH & PHYSICAL EDUC PK-12_4805	9, 10, 11, 12	Health/PE	1536	100%	
181	Markel, Anna		GENERAL SCIENCE 7-12_8450 CHEMISTRY 7-12_8420BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1616	100%	
182	Markel, David		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1616	100%	
183	Martin, Michelle		GERMAN PK-12_4420 SPECIAL EDUCATION PK-8_9226	9, 10, 11, 12	German	768	100%	
184	Martin, Lori		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235INST TECHNOLOGY PK-12_1825 Educational Specialist	9, 10, 11, 12	Social Studies-SPED	1536	100%	
185	Mathis, Bernadette		Educational Specialist SECONDARY SCHOOL	5, 6, 7, 8	School Counselor	1536	100%	
186	Matusz, Patrick		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1536	100%	
187	Matusz, Anastacia		ELEMENTARY K-6_2810 MID-LEVEL SCIENCE 6-9_2880SPECIAL EDUCATION PK-12_9225	9, 10, 11, 12	SPED Math	1616	100%	
188	McCoy, Patricia		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative	7 & 8	ELA	1536	100%	
189	McGeever, Codie		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
190	McGurk, Edmund		GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1536	100%	
191	McKee, Joanne		ELEMENTARY K-6_2810	5 & 6	Academic Support	1536	100%	
192	McMann, Jenny		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	5 & 6	SPED	248	100%	
193	Meah, Sheik				Director of Marketing & Communications	2080		100%

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194	Means, Kimberly		BIOLOGY 7-12_8405 PHYSICS 7-12_8470	9, 10, 11, 12	Science	1616	100%	
195	Mehal, Zachary		CHEMISTRY 7-12_8420 BIOLOGY 7-12_8405MATHMATICS 7-12_6800EARTH AND SPACE SCIENCE 7-12_8440PHYSICS 7-12_8470BUS-COMPUTER-INFO TECH PK-12_1603ENGLISH 7-12_3230SOCIAL STUDIES 7-12_8875COMMUNICATIONS 7-12_3200	9, 10, 11, 12	Science	1536	100%	
196	Miller, Amber		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
197	Montgomery, Zachary		HEALTH & PHYSICAL EDUC PK-12_4805 SAFETY ED/DRIVER ED 7-12_5215LIBRARY SCIENCE PK-12_6420FAMILY-CONSUMER SCI PK-12_5600READING SPECIALIST PK-12_7650	9, 10, 11, 12	English & Social Studies/Academic Support	1536	100%	
198	Moore, Mary Ellen		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810		Language Arts Interventions Specialist	2080	100%	
199	Moore, Shannon		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program SpecialistELEMENTARY K-6_2810READING SPECIALIST PK-12_7650SPECIAL EDUCATON PK-12_9225		Special Education Instructional Coordinator	2080	100%	
200	Morgenstern, Alexis		GRADES PK-4_2825	1	Self-Contained	1616	100%	
201	Mulkern, Hailey		SPECIAL EDUCATION PK-12_9231 Emergency Permit-	9, 10, 11, 12	SPED-Math	1616	100%	
202	Mulrine, Karla		MENT AND/OR PHYS HANDICAPPED K-12_9235	3 & 4	SPED	1536	100%	
203	Nagle, McKenna		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	Career Educator	1504	100%	
204	Neilson, Jennifer		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840SPECIAL EDUCATION PK-8_9226	2	Self-Contained	1536	100%	
205	Nester, Jennifer		MATHEMATICS 7-12_6800	9 & 10	New Family Orientation Teacher	1656	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
206	Nichols, Stacey		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
207	Nihoff, Beth		ELEMENTARY K-6_2810 GRADES PK-4_2825GRADES 4-8 ALL SUBJECTS 4-6 SOCIAL STUDIES 7-8_3100	5	Self-Contained	1536	100%	
208	Nixon, Amy		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235EARLY CHILDHOOD N-3_2840	7 & 8	SPED-Math	1616	100%	
209	Oberholtzer, April		ENGLISH 7-12_3230 SPANISH PK-12_4490	9, 10, 11, 12	Spanish	1536	100%	
210	Oberrender, Nicole		ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
211	Olcese-Mercurio, Lauren		SCHOOL NURSE_1890 Educational Specialist		School Nurse	2080	100%	
212	Onjack, Elise		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	3	SPED	1536	100%	
213	Opdyke, Alyssa		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	3 & 4	School Counselor	1616	100%	
214	Palmer, Jennifer		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810		Special Education Instructional Coordinator	2080	100%	
215	Paris, Melissa				Chief Financial Officer	2080		100%
216	Parker, Kiel				Assistant Director, Special Education Support Services & Compliance Monitoring	2080		100%
217	Peffer, Emily		ELEMENTARY SCHOOL COUNSELOR K-6_1836 Educational Specialist ELEMENTARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist	9, 10, 11, 12	School Counselor	1616	100%	
218	Pellegrino, Robert		HEALTH & PHYSICAL EDUC. PK-12_4805	5 & 6	Health/PE	1536	100%	
219	Pepe, Lauren		GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100	8	Physical Science	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
220	Pepe, Bethany		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist ELEMENTARY SCHOOL COUNSELOR K-6_1836 Educational Specialist	K, 1, 2	Self-Contained	1536	100%	
221	Perney, Diana		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230 ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840		Principal, Onboarding & Professional Development	2080	100%	
222	Petro, Natalie		GRADES PK-4_2825 SPECIAL EDUCATION PK- 8_9226	1	Self-Contained	1536	100%	
223	Pezzulo, Daniel		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
224	Price, Christopher		ENGLISH 7-12_3032 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program Specialist	7 & 8	Academic Support-ELA	1272	100%	
225	Pullara, Renee		ELEMENTARY K-6_2810	5 & 6	Academic Support	1536	100%	
226	Raman, Karyn		MENT AND/OR PHYS HANDICAPPED K-12_9235	5, 6, 7, 8	SPED	1536	100%	
227	Ramos, Paula		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	7 & 8	Academic Support-ELA	1536	100%	
228	Rice, Elyse		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	K, 1, 2	SPED	1616	100%	
229	Richardson-Thomas, Ev		GRADES PK-4_2825 GRADES 5-6_2826	5	Self-Contained	1616	100%	
230	Roache-Lelli, Victoria		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
231	Rocchini, Louis		SOCIAL STUDIES 7-12_8875 ENGLISH 7- 12_3230PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
232	Rockwell, Karen		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650	5	Self-Contained	1536	100%	
233	Sahli, Lita		SPECIAL EDUCATION PK-12_9225	9, 10, 11, 12	SPED-Math	360	100%	
234	Salai, Amanda		GRADES PK-4_2825	1	Self-Contained	1536	100%	
235	Santina, Danielle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K- 6_2810	9, 10, 11, 12	Science-SPED	1536	100%	
236	Sauro, Melissa		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
237	Scanga, Melissa		SPECIAL EDUCATION PK-8_9226 ELEMENTARY K-6_2810	5 & 6	History-SPED & LS	1536	100%	
238	Scataglia, Louis		BUS-COMPUTER-INFO TECH K-12_1603	9, 10, 11, 12	BCIT	976	100%	
239	Schloss, Isaac		SPANISH PK-12_4490 GENERAL SCIENCE 7-12_8450 GRADES 4-8 - ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES 4-8 - ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES PK-4_2825 GRADES 5-6_2826	8	Math	1616	100%	
240	Scholl, Stephen		HEALTH & PHYSICAL EDUC PK-12_4805 BUS-COMPUTER-INFO TECH PK-12_1603	9, 10, 11, 12	Health/PE	1536	100%	
241	Schutt, Steven		ELEMENTARY PRINCIPAL K-6_1100 Administrative SUPERINTENDENT PK-12_1150 Letter of Eligibility SECONDARY PRINCIPAL 7-12_1105 Administrative HEALTH & PHYSICAL ED PK-12_4805		Principal, K-4	2080	100%	
242	Shaffer, Katie J		READING SPECIALIST PK-12_7650 SPECIAL EDUCATION 7-12_9227 SPECIAL EDUCATION PK-8_9226	8	Math-SPED	1352	100%	
243	Shaffer, Katie		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
244	Shearer, Jennica		GRADES PK-4_2825	1	Self-Contained	1616	100%	
245	Shearn, Lisa		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist EELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	5	School Counselor	1536	100%	
246	Shedd, Jamie				Director of Enrollment	2080		100%
247	Shirk, Chelsea		ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program Specialist	3	Self-Contained	1536	100%	
248	Sieber, Jacqueline		ELEMENTARY K-6_2810 NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	4	Self-Contained	1536	100%	

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249	Simon, Patience		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226	6	Self-Contained	1536	100%	
250	Siravo, Christine		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	7	School Counselor	1616	100%	
251	Slater, Jennifer		ENGLISH 7-12_3230	11 & 12	New Family Orientation Teacher	1656	100%	
252	Slater, Pamela		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
253	Smith, Kristina		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math/Academic Support	1616	100%	
254	Smith, Brittany		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810MID-LEVEL SCIENCE 6-9_2880	2	Self-Contained	1616	100%	
255	Snyder, Dawn		ELEMENTARY K-6_2810	K-4	Academic Support	1536	100%	
256	Solimine, Stefanie				Director of Human Resources	2080		100%
257	Spink, Emma		ELEMENTARY K-6_2810	5	Self-Contained	1536	100%	
258	Steen, Lisa		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
259	Steighner, Stacie		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
260	Stinson, Paula		ENGLISH 7-12_3230 MID-LEVEL ENGLISH 6-9_2850MID-LEVEL CITIZ. ED 6-9_2870ELEMENTARY K-6_2810	8	History	1536	100%	
261	Stonebraker, Jordan		HEALTH & PHYSICAL ED PK-12_4805	7 & 8	Health/PE	1536	100%	
262	Strauss, Taylor		GRADES 5-6_2826 GRADES PK-4_2825	4	Self-Contained	1536	100%	
263	Sullivan, Emily		GRADES 4-8/ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES 4-8/ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS AND READING 7-8_3100PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Principal, K-4	2080	100%	
264	Svoboda, Elizabeth		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1536	100%	
265	Swalga, Jason		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	5	Self-Contained	1536	100%	
266	Swarmer, Kayla		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	7 & 8	Science-SPED	1536	100%	
267	Tantlinger, Victoria		SOCIAL STUDIES 7-12_8875	5, 6, 7, 8	Self-Contained	1272	100%	
268	Tate, Sherri				Chief Human Resources & Marketing Officer	2080		100%

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269	Taylor, Kate		ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200 MASTER'S EQUIVALENCY_1185 Letter of Equivalency PRINCIPAL PK-12_1115 Administrative		Assistant Principal, K-4	2080	100%	
270	Testa, Catrina		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	3	Self-Contained	1616	100%	
271	Tomaino, Emily		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226	5 & 6	Science-SPED	1536	100%	
272	Tomanio, Angela		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
273	Toth, Rachelle		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	
274	Tranter, Charles		GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7-8_3100 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
275	Tyson, Michelle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810	K, 1, 2	SPED	1536	100%	
276	Ulmer, Boyd		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
277	Vail, Peggy		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 SPECIAL EDUCATION PK-8_9226	7 & 8	History-SPED & LS	1616	100%	
278	Verdekal, Jenna		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	1	Self-Contained	1536	100%	
279	Verga, Richard		PRINCIPAL PK-12_1115 Administrative MATHEMATICS 7-12_6800		Principal, 5-8	2080	100%	
280	Verton, Sonya		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 ENGLISH AS A SECOND LANGUAGE/ESL_4499 Program Specialist	K-4	ELL	1536	100%	
281	Vioral, Tracey		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 EARLY CHILDHOOD N-3_2840	K-4	SPED	1536	100%	
282	Vitalbo, Nicole		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	6	ELA-SPED	1424	100%	

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283	Waid, Audrey		ART PK-12_1405 ELEMENTARY K-6_2810MID-LEVEL MATHEMATICS 6-9_2860	5 & 6	Art	1536	100%	
284	Waldroup, Morgan		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226SPECIAL EDUCATION EXPANSION 7-12_9229	5	Math-SPED	1504	100%	
285	Wallach, Andrea		MATHEMATICS 7-12_6800 PRINCIPAL PK-12_1115 Administrative SUPVR CURRICULUM & INST PK-12_2915 Supervisory		Assistant Principal, 5-8	2080	100%	
286	Wangler, Nina		MID-LEVEL ENGLISH 6-9_2850 ENGLISH 7-12_3230READING SPECIALIST PK-12_7650SPECIAL EDUCATION PK-12_9225ELEMENTARY K-6_2810		Assistant Director of Special Education	2080	100%	
287	Wasil, Andrea		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875LIBRARY SCIENCE PK-12_6420	9, 10, 11, 12	Social Studies	1536	100%	
288	Wasilko, Mark		MUSIC PK-12_7205	7 & 8	Music	1536	100%	
289	Watson, Jennifer		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
290	Watterson, Maria		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225READING SPECIALIST PK-12_7650	K	Self-Contained	1536	100%	
291	Weinberger, Maureen		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative ELEMENTARY K-6_2810ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement		Director, Curriculum, Instruction & Federal Programs	2080		100%
292	Welsh, Kristy		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860MID-LEVEL Science 6-9_2880SPECIAL EDUCATION PK-12_9225	5, 6, 7, 8	SpEd-Life Skills	1616	100%	

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293	Wernick, Casey		SOCIAL STUDIES 7-12_8875 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 9-12	2080	100%	
294	Wessels, Douglas				Chief Public Affairs & Accountability Officer	2080		100%
295	Widmann, Crystal		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist	12 & Early Grads	School Counselor	1536	100%	
296	Willits, Cynthia		GENERAL SCIENCE 7-12_8450 ELEMENTARY K- 6_2810ONLINE INSTRUCTION PROGRAM PK- 12_1184 Endorsement	6	Self-Contained	1536	100%	
297	Witkowski-Denithorne,		ENGLISH 7-12_3230 ELEMENTARY K-6_2810	8	ELA	1536	100%	
298	Woltjen, Christina		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
299	Wright, Alyssa		GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES PK-4_2825GRADES 4-8/ALL SUBJECTS 4-6 Math 7-8_3100	4	Self-Contained	1536	100%	
300	Wroten, Alison		ELEMENTARY K-6_2810	1	Self-Contained	1536	100%	
301	Yoest, Melissa		MENT AND/OR PHYS HANDICAPPED K-12_9235 ELEMENTARY K-6_2810	5 & 6	ELA-SPED & LS	1616	100%	
302	York, Kristin				Manager of Pupil Health Services	2080		100%
303	Zimmerman, Gary		SOCIAL STUDIES 7-12_8875 MENT AND/OR PHYS HANDICAPPED K-12_9235		Special Education Enrollment Representative	2080	100%	
304	Zullick, Aaron		ENGLISH 7-12_3230	9, 10, 11, 12	English	1616	100%	

Total Number of Administrators (do not include CEO) 35 CEO (certified) 1  
Total Number of Teachers 226 Counselors 11 School Nurses 4 Others 27  
Total Number of Professional Staff 304

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333



## 2024 -2029 Charter Renewal Application

### Assessment Calendar

**2022 WINTER KEYSTONE SITE AND SCHEDULE PA VIRTUAL CHARTER SCHOOL**

<b>Site Name</b>	<b>Address</b>	<b>City</b>	<b>Zip</b>	<b>DATE ALGEBRA</b>	<b>DATE BIOLOGY</b>	<b>DATE LITERATURE</b>	<b>TIME</b>
ALLEGHENY COUNTY DoubleTree Monroeville	101 Mall Blvd.	Monroeville	15146	12.06.22	12.07.22	12.08.22	9:00 AM
DAUPHIN COUNTY Red Lion- Harrisburg	4751 Lindle Road	Harrisburg	17111	12.06.22	12.07.22	12.08.22	9:00 AM
ERIE COUNTY Grace Church	7300 Grubb Road	McKean	16426	12.06.22	12.07.22	12.07.22	9:00 AM
LUZERNE COUNTY Holiday Inn - Wilkes Barre	600 Wildflower Drive	Wilkes Barre	18702	12.06.22	12.07.22	12.08.22	9:00 AM
PHILLY RADISSON	2400 Old Lincoln Highway @ US Rt 1	Treose	19503	12.12.22	12.14.22	12.15.22	9:00 AM

## 2023 SPRING KEYSTONE EXAMS PA VIRTUAL CHARTER SCHOOL

SITE NAME	ADDRESS	CITY	ZIP	DAY	TIME	SUBJECT TEST
ALLEGHENY COUNTY Double Tree	101 Mall Blvd.	Monroeville	15146	Tuesday: May 16th	9:00 AM	ALG 1
ALLEGHENY COUNTY Double Tree	101 Mall Blvd.	Monroeville	15146	Wednesday: May 17th	9:00 AM	BIO
ALLEGHENY COUNTY Double Tree	101 Mall Blvd.	Monroeville	15146	Thursday: May 18th	9:00 AM	LAC 2
BERKS COUNTY~Goggleworks Center for the Arts	201 Washington Str	Reading	19601	Tuesday: May 23rd	9:00 AM	ALG 1
BERKS COUNTY~Goggleworks Center for the Arts	201 Washington Str	Reading	19601	Wednesday: May 24th	9:00 AM	BIO
BERKS COUNTY~Goggleworks Center for the Arts	201 Washington Str	Reading	19601	Thursday: May 25th	9:00 AM	LAC 2
CAMBRIA-Johnstown Conference Center	301 Napoleon Street	Johnstown	15901	Tuesday: May 16th	9:00 AM	ALG 1
CAMBRIA-Johnstown Conference Center	301 Napoleon Street	Johnstown	15901	Wednesday: May 17th	9:00 AM	BIO
CAMBRIA-Johnstown Conference Center	301 Napoleon Street	Johnstown	15901	Thursday: May 18th	9:00 AM	LAC 2
CENTRE COUNTY~Comfort Inn & Suites	1357 E. College Ave	State College	16801	Wednesday: May 17th	9:00 AM	ALG 1
CENTRE COUNTY~Comfort Inn & Suites	1357 E. College Ave	State College	16801	Thursday: May 18th	9:00 AM	BIO
CENTRE COUNTY~Comfort Inn & Suites	1357 E. College Ave	State College	16801	Friday: May 19th	9:00 AM	LAC 2
DAUPHIN COUNTY~Red Lion Hotel- Harrisburg	4751 Lindle Road	Harrisburg	17111	Tuesday: May 16th	9:00 AM	ALG 1
DAUPHIN COUNTY~Red Lion Hotel- Harrisburg	4751 Lindle Road	Harrisburg	17111	Wednesday: May 17th	9:00 AM	BIO
DAUPHIN COUNTY~Red Lion Hotel- Harrisburg	4751 Lindle Road	Harrisburg	17111	Thursday: May 18th	9:00 AM	LAC 2
ERIE COUNTY~Grace Church	7300 Grubb Road	McKean	16426	Tuesday: May 16th	9:00 AM	ALG 1
ERIE COUNTY~Grace Church	7300 Grubb Road	McKean	16426	Wednesday: May 17th	9:00 AM	BIO
ERIE COUNTY~Grace Church	7300 Grubb Road	McKean	16426	Thursday: May 18th	9:00 AM	LAC 2
FRANKLIN COUNTY~St. Luke Evangelical Church	2695 Luther Drive	Chambersburg	17202	Tuesday: May 23rd	9:00 AM	ALG 1
FRANKLIN COUNTY~St. Luke Evangelical Church	2695 Luther Drive	Chambersburg	17202	Wednesday: May 24th	9:00 AM	BIO
FRANKLIN COUNTY~St. Luke Evangelical Church	2695 Luther Drive	Chambersburg	17202	Thursday: May 25th	9:00 AM	LAC 2
LANCASTER COUNTY~Penn State The Lancaster Center @The Farm and Home	2695 Luther Drive	Chambersburg	17202	Tuesday: May 16th	9:00 AM	ALG 1
LANCASTER COUNTY~Penn State The Lancaster Center @The Farm and Home	2695 Luther Drive	Chambersburg	17202	Wednesday: May 17th	9:00 AM	BIO
LANCASTER COUNTY~Penn State The Lancaster Center @The Farm and Home	2695 Luther Drive	Chambersburg	17202	Thursday: May 18th	9:00 AM	LAC 2
LUZERNE COUNTY Holiday Inn - Wilkes Barre	600 Wildflower Drive	Wilkes Barre	18702	Tuesday: May 23rd	9:00 AM	ALG 1
LUZERNE COUNTY Holiday Inn - Wilkes Barre	600 Wildflower Drive	Wilkes Barre	18702	Wednesday: May 24th	9:00 AM	BIO
LUZERNE COUNTY Holiday Inn - Wilkes Barre	600 Wildflower Drive	Wilkes Barre	18702	Thursday: May 25th	9:00 AM	LAC 2
PHILLY NORTHEAST~Radisson Hotel Northeast	2400 Old Lincoln Highway	Trevese	19053	Tuesday: May 23rd	9:00 AM	ALG 1
PHILLY NORTHEAST~Radisson Hotel Northeast	2400 Old Lincoln Highway	Trevese	19053	Wednesday: May 24th	9:00 AM	ALG 1;LAC 2;BIO
PHILLY NORTHEAST~Radisson Hotel Northeast	2400 Old Lincoln Highway	Trevese	19053	Thursday: May 25th	9:00 AM	ALG 1;LAC 2;BIO
PHILLY WEST~Courtyard Marriott City Ave.	4100 Presidential Blvd	Philadelphia	19131	Monday: May 15th	9:00 AM	ALG 1
PHILLY WEST~Courtyard Marriott City Ave.	4100 Presidential Blvd	Philadelphia	19131	Tuesday: May 16th	9:00 AM	BIO
PHILLY WEST~Courtyard Marriott City Ave.	4100 Presidential Blvd	Philadelphia	19131	Monday: May 22nd	9:00 AM	LAC 2
WARREN COUNTY~Church of God	208 Market Street	Warren	16365	Tuesday: May 23rd	9:00 AM	ALG 1
WARREN COUNTY~Church of God	208 Market Street	Warren	16365	Wednesday: May 24th	9:00 AM	BIO
WARREN COUNTY~Church of God	208 Market Street	Warren	16365	Thursday: May 25th	9:00 AM	LAC 2
WASHINGTON COUNTY~Double Tree - Meadowlands-Washington County	340 Racetrack Road	Washington	15301	Tuesday: May 23rd	9:00 AM	ALG 1

WASHINGTON COUNTY~Double Tree - Meadowlands-Washington County	340 Racetrack Road	Washington	15301	Wednesday: May 24th	9:00 AM	BIO
WASHINGTON COUNTY~Double Tree - Meadowlands-Washington County	340 Racetrack Road	Washington	15301	Thursday: May 25th	9:00 AM	LAC 2

## 2022-2023 CDT Assessment Schedule

### High school

	READING/LIT 6 - HS	ALGEBRA 1	BIOLOGY	MAKE-UPS
Fall	9/6/2023	9/7/2022	9/8/2022	9/9/2022
Mid-Year	4/25/2023	4/26/2023	4/27/2023	4/28/2023
Spring	6/5/2023	6/6/2023	6/7/2023	6/8/2023

### Middle School

	READING/LIT 6 - HS	MATH 6 - 8	SCIENCE 6 - HS	MAKE-UPS
Fall	9/19/2022	9/20/2022	9/21/2022	9/22/2022 - 9/30/2022
Mid-Year	1/9/2023	1/10/2023	1/11/2023	1/12/2023 - 1/20/2023
Spring	3/6/2023	3/7/2023	3/8/2023	3/9/2023 - 3/17/2023
	READING 3 - 5	MATH 3 - 5	SCIENCE 3 - 5	MAKE-UPS
Fall	9/19/2022	9/20/2022	9/21/2022	9/22/2022 - 9/30/2022
Mid-Year	1/9/2023	1/10/2023	1/11/2023	1/12/2023 - 1/20/2023
Spring	3/6/2023	3/7/2023	3/8/2023	3/9/2023 - 3/17/2023

### Elementary

	READING 3 - 5		MATH 3 - 5
Fall	9/6 /2022- 9/23/2022		9/6 /2022- 9/23/2022
Spring	5/22/2023 - 6/2/2023		5/22/2023 - 6/2/2023

## 2023 PSSA SITES AND SCHEDULE

COUNTY	DATES TESTING	SITE NAME	Address	City	STATE	Zip
ALLEGHENY	APRIL 24-27	Monroeville Convention Center South Hall	South Hall 209 Mall Blvd.	Monroeville	PA	15146
ALLENTOWN	May 1-4	The Center @ Holiday Inn	7736 Adrienne Drive	Breinigsville	PA	18031
BERKS	April 24-27	GoggleWorks Center for the Arts	201 Washington Street	Reading	PA	19601
BUTLER	April 24-27	The Conley Resort	740 Pittsburgh Road	Butler	PA	16002
CAMBRIA	May 1-4	Johnstown Conference Center	301 Napoleon Street	Johnstown	PA	15901
CENTRE	May 2-5	Comfort Inn & Suites	1357 E College Avenue	State College	PA	16801
CHESTER	May 1-4	Sheraton Great Valley Hotel	707 Lancaster Avenue	Malvern	PA	19355
CLEARFIELD	May 9-12	Best Western	82 North Park Place	Dubois	PA	15801
CRAWFORD	APRIL 24-27	New Beginnings Church of God	13226 Leslie Road	Meadville	PA	16335
DAUPHIN	APRIL 24-27	Red Lion Hotel- Harrisburg	4751 Lindle Road	Harrisburg	PA	17111
DELAWARE	April 24-27	Swarthmore Inn	10 South Chester Road	Swathmore	PA	19081
ERIE	April 24-27	Grace Church	7300 Grubb Road	McKean	PA	16426
FAYETTE	May 1-4	Lakeside Venues	400 Old Route 21	McClellandtown	PA	15458
FRANKLIN	May 1-4	St. Luke Evangelical Lutheran	2695 Luther Drive	Chambersburg	PA	17202
LACKAWANNA	May 1-4	Hilton Scranton	100 Adams Avenue	Scranton	PA	18503
LANCASTER	APRIL 24-27	Penn State The Lancaster Center @The Farm and Home Center	1383 Arcadia Road	Lancaster	PA	17601
LAWRENCE	May 1-4	First Baptist Church	984 W. Maitland Lane	New Castle	PA	16105
LEHIGH/NORTHAMPTON	May 8-11	Best Western Lehigh Valley	300 Gateway Drive	Bethlehem	PA	18017
LUZERNE	May 8-11	Holiday Inn - Wilkes Barre	600 Wildflower Drive	Wilkes Barre	PA	18702
MONROE	April 24-27	Shawnee Inn and Golf Resort	One River Road	Shawnee on the Delaware	PA	18356
MONT CO AMBLER	April 24-27	Temple University Ambler Campus	580 Meetinghouse Road	Ambler	PA	19002
MONT CO PHOENIXVILLE	May 1-4	Hilton Garden Inn	500 Cresson Blvd	Phoenixville	PA	19460
MONT CO SOUDERTON	April 24-27	Bucks Co Community College Perkasio Campus	1 Hillendale Road	Perkasie	PA	18944
PHILLY NORTHEAST	May 1-5	Radisson Hotel Northeast	2400 Old Lincoln Highway @ US Route 1	Trevose	PA	19053
PHILLY ST JOSEPHS	MAY 8-11	St. Joseph's University Hawk Hill Campus	5600 City Avenue	Philadelphia	PA	19131
PHILLY WEST	April 26 May 1, 2 May 8	Courtyard Marriot City Avenue	4100 Presidential Blvd.	Philadelphia	PA	19131
TIOGA	May 2-5	Mansfield University North Hall Library	5 Swann Street	Mansfield	PA	16933
WARREN	May 1-4	Church of God	208 Market Street	Warren	PA	16365
WASHINGTON	May 1-4	Double Tree - Meadowlands-Washington County	340 Racetrack Road	Washington	PA	15301
WESTMORELAND	May 1-4	Westmoreland County Community College- Westmoreland County	145 Pavilion Lane	Youngwood	PA	15697
YORK	May 8-11	Heritage Hills	2700 Mt. Rose Avenue	York	PA	17402



2024 -2029 Charter Renewal Application

K-12 English Language Arts Curriculum Framework



2023 -2024 Charter Renewal Application

Elementary ELA Framework

(1 of 57 Pages)

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>1.1 Foundational Skills</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.												
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Book Handling	Utilize book handling skills  Communicate “the end” after the last page of the book	Standard - CC.1.1.K.A Utilize book handling skills.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	cover title beginning end	LIT Unit 1 - Lesson 1 Unit 1 Lesson 8	Identify book parts and features FR2	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.1.K.A-1</a> <a href="#">CC.1.1.K.A-2</a> <a href="#">CC.1.1.K.A-3</a>
K	Strategic readers can construct meaning from the parts of the book and written word.	How do strategic readers create meaning from informational and literary text?	Print Concepts	Recognizing the beginning of text  Follow words left to right, top to bottom, and left page to right page.  Recognize that spoken words are represented in written language.  Recognize a one to one match between voice and print  Understand that words are separated by spaces in print  Understand that a word is made up of a specific sequence of letters  Identify all upper and lower case letters  Identify punctuation marks	Standard - CC.1.1.K.B Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	End punctuation  question  question mark  Exclamation Mark Exclamation Point	PHO Unit 16 - Lesson 1 PHO Unit 9 - Lesson 2 Embedded throughout, for example: PHO Unit 1 - Lesson 1 HWT Unit 2 - Lesson 2 Embedded throughout, for example: PHO Unit 2- Lesson 1-5  PHO Unit 20 Letters, Sounds and Word Families  PHO Unit 36 Lessons 3-5 Letters, Words and Sentences	Find a word in a sentence G45 2. Identify book parts and features FR2  Choose the two words that are the same 6FN 2. Identify the first, second, and last sound in a word B2Y 3. Put the sounds in order 9SW  Choose the sentence that is spaced correctly TNE 2. Find a word in a sentence G45  Find the letter in the alphabet: uppercase 2V4 Choose the letter that you hear: uppercase 65X Choose the letter that you hear: lowercase VNQ Frequently confused letters: find all the letters	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.1.K.B</a>  <a href="#">CC.1.1.K.B.1</a>  <a href="#">CC.1.1.K.B.2</a>  <a href="#">CC.1.1.K.B.3</a>
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonological Awareness	Recognize and produce rhyming words  Count, pronounce, blend, and segment syllables in spoken words  Blend and segment onsets and rhymes of single-syllable spoken words  Isolate and pronounce the initial, medial vowel, and final sound in CVC words	Standard - CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	rhyme syllable blend beginning ending	Embedded throughout, for example: PHO Unit 2- Lessons 1-5 PHO Unit 21 - Lesson 2 Embedded throughout, for example: PHO Unit 2- Lessons 1-5  Phonics Unit 10 Word Families -at and -am Unit 12 Word Families -an and -ap Unit 16 Word Families -in, it and -ip Unit 20 Getting Stronger Letters, Sounds and Word Families Unit 22 Word Families and digraphs Unit 34 Getting Stronger Vowels, Plurals and Word Families Unit 36 Letters&Sounds, Words and Sentences	Which two words have the same ending? AKH Choose the picture that rhymes with the word RQK Which word does not rhyme? YB7 Complete the rhyme YDW How many syllables does the word have? GNB Which word has more syllables? CQH Sort by the number of syllables NDL  Complete the short a word MB9 Complete the short e word 68W Complete the short i words HGL Complete the short o word  Identify the first, second, and last sound in a word B2Y Put the sounds in order 9SW	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.1.K.C.1</a>  <a href="#">CC.1.1.K.C.2</a>  <a href="#">CC.1.1.K.C.3</a>  <a href="#">CC.1.1.K.C.4</a>  <a href="#">1.1.K.C</a>





Kinder ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
						<b>Language Arts.</b>			LIT Unit 3 Lesson 3 Hair Love B LIT Unit 3 Lesson 9 Lola at the Library B LIT Unit 4 Lesson 7 Cinderella C LIT Unit 4 Lesson 8 The Paper Bag Princess A LIT Unit 6 Lesson 1 All Are Welcome A LIT Unit 6 Lesson 11 We Belong Wrap Up LIT Unit 7 Lesson 5 The Lion and the Mouse LIT Unit 8 Lessons 5-7 Alma and How She Got Her Name LIT Unit 9 Lesson 6 Spider and Turtle and Good Manners C LIT Unit 9 Lesson 9 The Foolish Rabbit B LIT Unit 9 Lesson 12 The Story of		Specific IEP SDI	
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Structure	Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Standard - CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	title author beginning middle end text	LIT Unit 3 Lesson 3 Hair Love C LIT Unit 6 Lesson 10 The Colors of Us C LIT Unit 7 Lesson 8 Insects of the Rainforest A LIT Unit 9 Lesson 9 The Foolish Rabbit B LIT Unit 9 Lesson 12 Chicken Little B LIT Unit 10 - Lesson 1 Mid Year Reflect, Review and Read LIT Unit 11 Lesson 3 Go Kangaroos	Identify book parts and features FR2	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.E - 1</a>  <a href="#">CC.1.2.K.E - 2</a>
K	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words?	Vocabulary	With prompting and support, ask and answer questions about unknown words in a text.	Standard - CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	vocabulary noun verb adjective root affix	Embedded throughout Literature lessons, for example: LIT Unit 5 - Lesson 1 LIT Unit 12 - Lesson 2 LIT Unit 1 Lesson 2 - The Little Red Hen A LIT Unit 1 Lesson 3 - The Little Red Hen B LIT Unit 1 Lesson 8 - Pandas Help Out A LIT Unit 1 Lesson 9 - Pandas Help Out B	Read about animals JCG Read about places 7G5	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.F - 1</a>  <a href="#">CC.1.2.K.F - 2</a> <a href="#">CC.1.2.K.F - 3</a>
K	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?	Diverse Media	Answers questions to describe the relationship between illustrations and the text in which they appear.	Standard - CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	illustrations pictures charts graphs who what where when why	LIT Unit 2 Lesson 12 - This is Not My Hat B LIT Unit 2 Lesson 14 - Get Moving Wrap Up LIT Unit 3 Lesson 3 - Hair Love C LIT Unit 4 Lesson 2 - Their Homes Were Their Castles B LIT Unit 4 Lesson 7 - Cinderella C LIT Unit 6 Lesson 2 - All Are Welcome B LIT Unit 6 Lesson 6 - We're Different We're The Same B LIT Unit 6 Lesson 9 - The Color of Us B LIT Unit 6 Lesson 11 - We Belong Wrap Up Unit 8 Lesson 1 - Your Name is a Song A	Read about animals JCG Read about places 7G5	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.G - 1</a>  <a href="#">CC.1.2.K.G - 2</a>  <a href="#">CC.1.2.K.G - 3</a>
		What is this text really about?										
		How does interaction with text provoke thinking and response?										
K	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?	Evaluating Arguments	With prompting and support, identify the reasons an author gives to support points in a text.	Standard - CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	analyze evaluate meaning who what where when why	LIT Unit 11 Lesson 5 - Rare and Wonderful Pandas LIT Unit 13 Lesson 5 - Lola Plants a Garden B LIT Unit 14 Lesson 4 - Lousy Litter A ** LIT Unit 14 Lesson 13 - Recycling is Smart A		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.H - 1</a>  <a href="#">CC.1.2.K.H - 2</a>
		What is this text really about?										
		How does interaction with text provoke thinking and response?										

Kinder ELA Framework

Grade Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Analysis Across Texts	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	Standard - CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	similarity difference topic	LIT Unit 8 Lesson 11 "What's Your Name Wrap Up" LIT Unit 9 Lessons 13 The Story of Chicken Little LIT Unit 9 Lesson 14 Important Tales Wrap Up LIT Unit 11 Lesson 10 The Animals Would Not Sleep C LIT Unit 11 Lesson 11 Amazing Animals Wrap Up LIT Unit 13 Lesson 6 Lola Plants a Garden C LIT Unit 13 Lesson 10 Let it Grow C		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.I</a>
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	What is this text really about?										
K	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words?	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Standard - CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	conversation question vocabulary ideas information	LIT Unit 2 Lesson 6 Move! C LIT Unit 2 Lesson 13 This is Not My Hat C LIT Unit 4 Lesson 3 Their Homes Were Their Castles C LIT Unit 4 Lesson 10 The Paper Bag Princess C LIT Unit 6 Lesson 7 We're Different We're The Same C LIT Unit 7 Lesson 3 Migrating Monarchs A Butterfly Vacation C LIT Unit 7 Lesson 10 Insects of the Rainforest C LIT Unit 8 Lesson 6 Alma and How She Got Her Name C LIT Unit 9 Lesson 3 A Story A Story C LIT Unit 9 Lesson 10 The English	1. Use number words: one to ten 68K 2. Use color words MZ8 3. Compare pictures using adjectives RWQ 4. Match antonyms to pictures FYK 5. Match synonyms 9DX 6. Choose the synonyms D7E 7. Choose the antonyms YAU 8. Inside and outside, above and below, next to and beside NVF 9. Choose the best location word to match the	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.J - 1</a>  <a href="#">CC.1.2.K.J - 2</a>
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.	Standard - CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	meaning idea information vocabulary root affix noun verb adjective who what where when why	LIT Unit 4 Lesson 3 Their Homes Were Their Castles LIT Unit 9 Lesson 2 A Story A Story LIT Unit 14 Lesson 8 We Are Water Protectors A LIT Unit 18 Lesson 3 Emperors of the Ice C LIT Unit 18 Lesson 10 Hot and Cold C	Multiple-meaning words with pictures 5K5	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.K - 1</a>  <a href="#">CC.1.2.K.K - 2</a>
	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words?										
K	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?	Range of Reading	Actively engage in group reading activities with purpose and understanding.	Standard - CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	beginning middle end characters setting problem solution patience perseverance question	Embedded throughout LIT Unit 1 Teamwork Lessons 2-10 LIT Unit 2 Get Moving Lessons 1-14 *Informational LIT Unit 3 Family Times Lessons 1-10 LIT Unit 4 Fun with Fairy Tales Lessons 1-11 LIT Unit 6 We Belong Lessons Lessons 1-10 LIT Unit 7 Small Creatures Lessons 1-11 LIT Unit 8 What's Your Name? Lessons 1-10 LIT Unit 9 Important Tales Lessons 1-14 LIT Unit 11 Amazing Animals Lessons 1-11 *Informational LIT Unit 12 Friendship Lessons 1-11 LIT Unit 13 Grow! Lessons 1-10		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.2.K.L - 1</a>  <a href="#">CC.1.2.K.L - 2</a>  <a href="#">CC.1.2.K.L - 3</a>  <a href="#">CC.1.2.K.L - 4</a>
		What is this text really about?										
		How do readers know what to believe?										
		How does what readers' read influence how they should read it?										
		How does a readers' purpose influence how text should be read?										
<b>1.3 Reading Literature</b> Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.												
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Theme	With prompting and support, retell familiar stories including key details.	Standard - CC.1.3.K.A With prompting and support, retell familiar stories including key details.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.PK-K Proficiency Level 1: Entering: 16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support. Proficiency Level 2: Emerging: 16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.	retell detail describe topic title cover illustrations	LIT Unit 1 Lesson 4 The Little Red Hen C LIT Unit 1 Lesson 7 Let's Work Together C LIT Unit 1 Lesson 10 Pandas Help Out C LIT Unit 3 Lesson 3 Hair Love C	Order images in a story WAA	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.A-1</a>  <a href="#">CC.1.3.K.A-2</a>
		What is this text really about?										

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
							Proficiency Level 3: Developing: 16.2.PK-K.3K Sequence main story events and key details using labeled pictures. Proficiency Level 4: Expanding: 16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group. Proficiency Level 5: Bridging: 16.2.PK-K.5R Locate sequence words in a story with visual support (e.g. illustrated flash cards (16.2.PK-K.1S) or word wall).		LIT Unit 3 Lesson 6 A Chair for my Mother C LIT Unit 3 Lesson 10 Lola At The Library C LIT Unit 4 Lesson 3 Their Homes Were Their Castles C LIT Unit 4 Lesson 7 Cinderella C LIT Unit 4 Lesson 10 The Paper Bag Princess C LIT Unit 6 Lesson 3 All Are Welcome C LIT Unit 6 Lesson 7 We're Different We're The Same C LIT Unit 6 Lesson 10 The Colors of Us C LIT Unit7 Lesson 3 Migrating Monarchs:A Butterfly Vacation C LIT Unit 6 Lesson 6 The Lion and the Mouse C LIT Unit 6 Lesson 10 Insects of the Rainforest C			
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Text Analysis	Answer questions about key details in a text.	Standard - CC.1.3.K.B Answer questions about key details in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	who what where when why details topic	LIT Unit 1 Lesson 2 & 3 The Little Red Hen A & B LIT Unit 1 Lesson 8 & 9 Pandas Help Out A & B LIT Unit 2 Lesson 8 & 9The Gingerbread Man A & B LIT Unit 2 Lesson 11 & 12 This is Not My Hat A & B LIT Unit 3 Lesson 1 & 2 Hair Love A & B LIT Unit 3 Lesson 4 & 5 A Chair for My Mother A & B LIT Unit 3 Lesson 8 & 9 Lola at the Library A & B LIT Unit 4 Lesson 5 & 6 Cinderella A & B LIT Unit 4 Lesson 9 The Paper Bag Princess B LIT Unit 6 Lesson 1 & 2 All Are Welcome A & B LIT Unit 6 Lesson 5 & 6 We're Different We're the Same A & B LIT Unit 6 Lesson 8 & 9The Colors of Us A & B LIT Unit 7 Lesson 4 & 5 The Lion and the Mouse A & B LIT Unit 8 Lesson 1 & 2Your Name is a Song A & B LIT Unit 8 Lesson 5 & 6Alma and	1. What is the picture about? UZL 2. Choose the picture that matches the setting or character RJ8 3. Read along with fantasy LRT 4. Read along with realistic fiction V78 5. Read animal fantasy DTP 6. Read realistic fiction C67	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.B-1</a>  <a href="#">CC.1.3.K.B-2</a>  <a href="#">CC.1.3.K.B-3</a>
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Literary Elements	With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	Standard - CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	event idea detail topic connection similarity fiction non fiction	LIT Unit 2 Lesson 2 & 3 Everyday Exercises B & C LIT Unit 2 Lesson 5 & 6 Move! B & C LIT Unit 7 Lesson 10 Insects of the Rainforest C LIT Unit 14 Lesson 5 & 6 Lousy Litter B & C LIT Unit 16 Lesson 6 That's Tasty C LIT Unit 16 Lesson 10 My Hygiene C LIT Unit 18 Lesson 6 & 7 The Amazing Sahara B & C  Describe the connection between two individuals, events, or ideas in an informational text heard, read, or	Choose the picture that matches the setting or character RJ8	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.C-1</a>  <a href="#">CC.1.3.K.C-2</a>  <a href="#">CC.1.3.K.C-3</a>
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Point of View	Name the author and illustrator of a story and define the role of each in telling the story.	Standard - CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	author illustrator	LIT Unit 1 Lesson 6 Let's Work Together B LIT Unit 1 Lesson 8 Pandas Help Out A LIT Unit 1 Lesson 11 Teamwork Wrap Up LIT Unit 2 Lesson 4 Move! A LIT Unit 2 Lesson 11 This is Not My Hat A		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.D-1</a>  <a href="#">CC.1.3.K.D-2</a>

Kinder ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? How do strategic readers create meaning from informational and literary text?	Text Structure	Recognize common types of text.	Standard - CC.1.3.K.E Recognize common types of text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	fiction fantasy fairytale non-fiction informational	LIT Unit 1 Lesson 7 Let's Work Together C LIT Unit 2 Lesson 3 Everyday Exercises C LIT Unit 2 Lesson 10 The Gingerbread Man C LIT Unit 3 Lesson 3 Hair Love C LIT Unit 3 Lesson 10 Lola at The Library C LIT Unit 4 Lesson 6 Cinderella B LIT Unit 4 Lesson 6 Cinderella C LIT Unit 6 Lesson 3 All Are Welcome C LIT Unit 6 Lesson 10 The Colors of Us C LIT Unit 7 Lesson 4 The Lion and The Mouse A LIT Unit 7 Lesson 5 The Lion and The Mouse B LIT Unit 7 Lesson 6 The Lion and The Mouse C LIT Unit 8 Lesson 8 Your Name is a Song A LIT Unit 8 Lesson 10 Lalo Wants a Real Name C		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.E-1</a> <a href="#">CC.1.3.K.E-2</a>
K	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words?	Vocabulary	Ask and answer questions about unknown words from a story.	Standard - CC.1.3.K.F Ask and answer questions about unknown words in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	roots affixes vocabulary idea information question discussion who what where when why	LIT Unit 1 Lesson 5 Let's Work Together A LIT Unit 2 Lesson 1 Everyday Exercises A LIT Unit 2 Lesson 4 Move! A LIT Unit 4 Lesson 1 Their Homes Were Their Castles A LIT Unit 7 Lesson 1 Migrating Monarchs A LIT Unit 7 Lesson 8 Insects In The Rainforest A LIT Unit 11 Lesson 1 Go Kangaroos Go A LIT Unit 11 Lesson 4 Rare and Wonderful Pandas A LIT Unit 14 Lesson 2 The Grand Canyon B LIT Unit 14 Lesson 5 Lousy Litter B	Read along with fantasy LRT Read along with realistic fiction V78	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.F-1</a> <a href="#">CC.1.3.K.F-2</a> <a href="#">CC.1.3.K.F-3</a>
K	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Sources of Information	Make connections between the illustrations and the text in a story (read or read aloud).	Standard - CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	illustrations text author illustrator information	LIT Unit 2 Lesson 12 This is Not My Hat B LIT Unit 3 Lesson 3 Hair Love C LIT Unit 4 Lesson 7 Cinderella C LIT Unit 6 Lesson 2 All Are Welcome B LIT Unit 6 Lesson 6 We're Different We're The Same B LIT Unit 6 Lesson 9 The Colors of Us B LIT Unit 8 Lesson 1 Your Name is a Song A LIT Unit 12 Lesson 6 Circle C LIT Unit 12 Lesson 9 The Color Collector B LIT Unit 13 Lesson 2 Planting a Rainbow B LIT Unit 13 Lesson 6 Lola Plants a Garden C LIT Unit 13 Lesson 9 Let it Grow B LIT Unit 14 Lesson 9 We are Water	1. Which could happen in real life? DZU 2. What is the picture about? UZL 3. Which feeling matches the picture? DY9 4. What will happen next? B9G Sequence 5. Order images in a story WAA 6. Choose the picture that matches the setting or character RJ8 7. Read along with fantasy LRT 8. Read along with realistic fiction V78	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.G-1</a> <a href="#">CC.1.3.K.G-2</a>
K	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze,	How do strategic readers create meaning from informational and literary text? What is this text really about?	Text Analysis	Compare and contrast the adventures and experiences of characters.	Standard - CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	character compare contrast adventure experience	LIT Unit 4 Lesson 6 Cinderella B LIT Unit 4 Lesson 7 Cinderella C LIT Unit 4 Lesson 9 The Paper Bag Princess B LIT Unit 4 Lesson 10 The Paper Bag Princess C		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives	<a href="#">CC.1.3.K.H-1</a> <a href="#">CC.1.3.K.H-2</a>

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	evaluate, and synthesize information.	How does interaction with text provoke thinking and response?				<b>Language Arts.</b>			Identify differences between characters within or across literary texts that are heard, read, or viewed		Specific IEP SDI	
K	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown words and phrases based upon grade level reading and content.	Standard - CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	root affix informational meaning	LIT Unit 1 Lesson 5: Let's Work Together (A) LIT Unit 4 Lesson 3 Their Homes Were Their Castles LIT Unit 9 Lesson 2 A Story A Story LIT Unit 14 Lesson 8 We Are Water Protectors A LIT Unit 18 Lesson 3 Emperors of the Ice C LIT Unit 18 Lesson 10 Hot and Cold C Ask or answer questions about unfamiliar words or phrases in a literary text or song that is heard,	Multiple-meaning words with pictures 5K5	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.1</a>
K	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words?	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Standard - CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	vocabulary idea information respond	LIT Unit 1 Lesson 4 The Little Red Hen C LIT Unit 1 Lesson 6 Let's Work Together B LIT Unit 1 Lesson 10 Pandas Help Out C LIT Unit 2 Lesson 2 Everyday Exercises B LIT Unit 2 Lesson 6 Move! C LIT Unit 2 Lesson 9 The Gingerbread Man B LIT Unit 2 Lesson 13 This is Not My Hat C LIT Unit 3 Lesson 2 Hair Love B LIT Unit 3 Lesson 6 A Chair for my Mother C LIT Unit 3 Lesson 8 Lola At The Library B LIT Unit 4 Lesson 3 Their Homes Were Their Castles C LIT Unit 4 Lesson 6 Cinderella B LIT Unit 4 Lesson 10 The Paper Bag Princess C LIT Unit 6 Lesson 2 All Are Welcome B LIT Unit 6 Lesson 7 We're Different	1. Use number words: one to ten 68K 2. Use color words MZ8 3. Compare pictures using adjectives RWQ 4. Match antonyms to pictures FYK 5. Match synonyms 9DX 6. Choose the synonyms D7E 7. Choose the antonyms YAU Location words 8. Inside and outside, above and below, next to and beside NVF 9. Choose the best location word to match the picture 9GS	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.J-1</a>  <a href="#">CC.1.3.K.J-2</a>
K	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers' read influence how they should read it?  How does a readers' purpose influence how text should be read?	Range of Reading	Actively engage in group reading activities with purpose and understanding.	Standard - CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b>	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	text illustrations character setting plot problem solution	LIT Unit 1 Lesson 2 & 3 The Little Red Hen A & B LIT Unit 1 Lesson 8 & 9 Pandas Help Out A & B LIT Unit 2 Lesson 8 The Gingerbread Man A LIT Unit 2 Lesson 11 & 12 This is Not My Hat A & B LIT Unit 3 Lesson 4 A Chair For My Mother A LIT Unit 3 Lesson 8 Lola At The Library A LIT Unit 4 Lesson 5 & 6 Cinderella A & B LIT Unit 4 Lesson 8 & 9 The Paper Bag Princess A & B LIT Unit 6 Lesson 1 & 2 All Are Welcome A & B LIT Unit 6 Lesson 5 & 6 We're Different We're The Same A & B LIT Unit 6 Lesson 8 & 9 The Colors of Us A & B LIT Unit 7 Lesson 4 & 5 The Lion and the Mouse A & B LIT Unit 8 Lesson 8 & 9 Lalo Wants a Real Name A & B LIT Unit 9 Lesson 4 & 5 Spider and Tuttle and Good Manners A & B LIT Unit 9 Lesson 11 & 12 The Story of Chickadee A & B	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.3.K.K-1</a>  <a href="#">CC.1.3.K.K-2</a>  <a href="#">CC.1.3.K.K-3</a>	

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<b>1.4 Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.											
	Perspective and content can be conveyed in writing and images.	What am I writing about?	Focus for Writing	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	Standard - CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	informative topic explanatory compose dictate	LIT Unit 11 Lesson 5 Rare and Wonderful Pandas B LIT Unit 12 Lesson 2 A Friend for Henry B LIT Unit 12 Lesson 9 The Color Collector B LIT Unit 13 Lesson 5 Lola Plants a Garden LIT Unit 16 Lesson 9 My Hygiene B LIT Unit 18 Lesson 2 Emperors of the Ice B	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.A-1</a> <a href="#">CC.1.4.K.A-2</a>
K	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Informative: Use a combination of drawing, dictating, and writing to focus on one specific topic.	Standard - CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.		<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	information topic detail draw dictate write non fiction	LIT Unit 11 Lesson 3: "Go, Kangaroos, Go!" (C) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 12 Lesson 2: A Friend for Henry (B) LIT Unit 12 Lesson 6: Circle (C) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 13 Lesson 3: Planting a Rainbow (C) LIT Unit 13 Lesson 5: Lola Plants a Garden (B) LIT Unit 13 Lesson 10: Let It Grow (C) LIT Unit 14 Lesson 2: "The Grand Canyon" (B) LIT Unit 14 Lesson 6: "Lousy Litter" (C) LIT Unit 14 Lesson 9: We Are Water Protectors (B) LIT Unit 14 Lesson 13: "Recycling Is	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.B-1</a> <a href="#">CC.1.4.K.B-2</a> <a href="#">CC.1.4.K.B-3</a>
				Opinion: Form an opinion by choosing between two given topics.	Standard - CC.1.4.K.H Form an opinion by choosing between two given topics.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	Opinion topic detail fiction non fiction	LIT Unit 11 Lesson 3: "Go, Kangaroos, Go!" (C) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 13 Lesson 3: Planting a Rainbow (C) LIT Unit 13 Lesson 5: Lola Plants a		<a href="#">CC.1.4.K.H-1</a> <a href="#">CC.1.4.K.H-2</a>
				Narrative: Establish "who" and "what" the narrative will be about.	Standard - CC.1.4.K.N Establish who and what the narrative will be about.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	narrative topic detail fiction non fiction	LIT Unit 14 Lesson 2: "The Grand Canyon" (B) LIT Unit 17 Lesson 5: Three Billy Goats Gruff (B) Strengthen writing in a narrative piece by responding to questions and/or suggestions from peers or adults and adding details as needed.		<a href="#">CC.1.4.K.N-1</a> <a href="#">CC.1.4.K.N-2</a>
K	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Content for Writing	Informative: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Standard - CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	topic details events support reason main idea informative opinion narrative experience fiction non fiction	LIT Unit 11 Lesson 5 Rare and Wonderful Pandas B LIT Unit 12 Lesson 2 A Friend for Henry B LIT Unit 12 Lesson 9 The Color Collector B LIT Unit 13 Lesson 5 Lola Plants a Garden LIT Unit 16 Lesson 9 My Hygiene B LIT Unit 18 Lesson 2 Emperors of the Ice B Generate representations of ideas, such as pictures, labels, letter strings, words, or simple sentences,	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.C-1</a> <a href="#">CC.1.4.K.C-2</a> <a href="#">CC.1.4.K.C-3</a>
				Opinion: Support the opinion with reasons.	Standard - CC.1.4.K.I Support the opinion with reasons.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>		LIT Unit 11 Lesson 3 Go Kangaroos Go C LIT Unit 11 Lesson 5 Rare and Wonderful Pandas B		<a href="#">CC.1.4.K.I-1</a>

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						communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .			LIT Unit 13 Lesson 3 Planting a Rainbow C LIT Unit 13 Lesson 5 Lola Plants a Garden B LIT Unit 14 Lesson 13 Recycle is Smart C Use words that are related to the topic of an opinion piece.			<a href="#">CC.1.4.K.I-2</a>
				Narrative: Describe experiences and events.	Standard - CC.1.4.K.O Describe experiences and events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>		LIT Unit 11 Lesson 3 Go Kangaroos Go C LIT Unit 11 Lesson 5 Rare and Wonderful Pandas B LIT Unit 11 Lesson 10 The Animals Would Not Sleep C LIT Unit 12 Lesson 2 A Friend for Henry B LIT Unit 12 Lesson 6 Circle C LIT Unit 12 Lesson 9 The Color Collector B LIT Unit 13 Lesson 3 Planting a Rainbow C LIT Unit 13 Lesson 5 Lola Plants a Garden B LIT Unit 13 Lesson 10 Let it Grow C LIT Unit 14 Lesson 2 The Grand Canyon B LIT Unit 14 Lesson 6 Lousy Litter C LIT Unit 14 Lesson 9 We Are Water Protectors B LIT Unit 16 Lesson 2: "Being Nosy"		<a href="#">CC.1.4.K.O-1</a> <a href="#">CC.1.4.K.O-2</a>	
K	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informative: Make logical connections between drawing and dictation/writing.	Standard - CC.1.4.K.D Make logical connections between drawing and dictation/writing.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	informative opinion narrative fiction non fiction connection illustration topic events	LIT Unit 11 Lesson 6 Rare and Wonderful Pandas Identify basic similarities, such as illustrations, descriptions, procedures, or ideas, between two informational texts that are heard, read, or viewed on the same topic.		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.D-1</a> <a href="#">CC.1.4.K.D-2</a> <a href="#">CC.1.4.K.D-3</a>
				Opinion: Make logical connections between drawing and writing.	Standard - CC.1.4.K.J Make logical connections between drawing and writing.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>		LIT Unit 11 Lesson 5 Rare and Wonderful Pandas B LIT Unit 12 Lesson 2: A Friend for Henry (B) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 13 Lesson 5: Lola Plants a Garden (B)			<a href="#">CC.1.4.K.J-1</a> <a href="#">CC.1.4.K.J-2</a> <a href="#">CC.1.4.K.J-3</a>
				Narrative: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Standard - CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>		LIT Unit 13 Lesson 10: Let It Grow (C) LIT Unit 14 Lesson 2: "The Grand Canyon" (B) Describe a reaction to what happens in a single event or loosely linked events, using a combination of drawing, dictation, and writing.			<a href="#">CC.1.4.K.P-1</a> <a href="#">CC.1.4.K.P-2</a>
K	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience?	Writing Style	With prompting and support, illustrate using details and dictate/write using descriptive words.	Standard - CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	illustrate topic details description fiction non fiction organize audience	LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 12 Lesson 2: A Friend for Henry (B) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 13 Lesson 5: Lola Plants a Garden (B) LIT Unit 16 Lesson 9: My Hygiene (B) LIT Unit 18 Lesson 2: "Emperors of the Ice" (B) Develop a text by writing or dictating descriptive words or		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.E-1</a> <a href="#">CC.1.4.K.E-2</a>
K	Rules of grammar and convention of language support clarity of	How do grammar and the conventions of language influence spoken and	Writing Conventions	Demonstrate a grade appropriate command of the conventions of standard English	Standard - CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	sentence structure grammar	LIT Unit 11 Lesson 3: "Go, Kangaroos, Go!" (C) LIT Unit 11 Lesson 10: The Animals		Text Read Aloud Supporting Visuals Assistive Technology	<a href="#">CC.1.4.K.F/L/R-1</a> <a href="#">CC.1.4.K.F/L/R-2</a> <a href="#">CC.1.4.K.F/L/R-3</a>

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	communications between writers/speakers, and readers/listeners.	written communication?		grammar, usage, capitalization, punctuation, and spelling.	capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		capitalization punctuation clarity noun verb adjective subject	Would Not Sleep! (C) LIT Unit 12 Lesson 6: Circle (C) LIT Unit 13 Lesson 3: Planting a Rainbow (C) LIT Unit 13 Lesson 10: Let It Grow (C) LIT Unit 14 Lesson 2: "The Grand Canyon" (B) LIT Unit 16 Lesson 6: "That's Tasty!" (C) LIT Unit 17 Lesson 3: "Aladdin and the Three Wishes" (C) LIT Unit 17 Lesson 5: Three Billy Goats Gruff (B) LIT Unit 17 Lesson 10: "The Three Little Pigs" (C) LIT Unit 18 Lesson 2: "Emperors of the Ice" (B)		Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.F/L/R-4</a> <a href="#">CC.1.4.K.F/L/R-5</a> <a href="#">CC.1.4.K.F/L/R-6</a>
				Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	Standard - CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>					
				Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	Standard - CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>		Use the conventions of language when sharing information or ideas in a discussion or oral presentation. Capitalize the first word in a sentence in writing. Print uppercase letters. Use end punctuation correctly in a sentence. Write simple words or messages, using knowledge of the connections			
K	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Standard - CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	subject details revise peer	LIT Unit 12 Lesson 2: A Friend for Henry (B) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 16 Lesson 9: My Hygiene (B) LIT Unit 18 Lesson 2: "Emperors of the Ice" (B)		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.T</a>
K	Effective research requires multiple sources of information to gain or expand knowledge.	How does one present findings best?	Technology and Publication	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Standard - CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	research notes evaluate type collaborate draft final topic detail	LIT Unit 14 Lesson 6: "Lousy Litter" (C) LIT Unit 14 Lesson 9: We Are Water Protectors (B) LIT Unit 14 Lesson 13: "Recycling Is Smart" (C) LIT Unit 16 Lesson 2: "Being Nosy About Smells" (B) Use digital tools to gather, evaluate, or use information to complete a research project.		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.U</a>
K	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Participate in individual or shared research projects on a topic of interest.	Standard - CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	topic details research collaboration source	LIT Unit 14 Lesson 6: "Lousy Litter" (C) LIT Unit 14 Lesson 9: We Are Water Protectors (B) LIT Unit 14 Lesson 13: "Recycling Is Smart" (C)		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives	<a href="#">CC.1.4.K.V-1</a> <a href="#">CC.1.4.K.V-2</a>
K	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Standard - CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	who what where when why recall reflect research source topic detail information idea character setting	LIT Unit 13 Lesson 6: Lola Plants a Garden (C) LIT Unit 13 Lesson 10: Let It Grow (C) LIT Unit 14 Lesson 6: "Lousy Litter" (C) LIT Unit 14 Lesson 9: We Are Water Protectors (B) LIT Unit 14 Lesson 13: "Recycling Is Smart" (C) LIT Unit 16 Lesson 6: "That's Tasty!" (C) Recall facts from a literary or informational text to research characters, setting, key details,		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.W-1</a> <a href="#">CC.1.4.K.W-2</a> <a href="#">CC.1.4.K.W-3</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
K	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over short time frames.	Standard - CC.1.4.K.X Write routinely over short time frames.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	topic details fiction non fiction informative opinion narrative capitalize punctuation subject noun verb purpose vocabulary	LIT Unit 11 Lesson 3: "Go, Kangaroos, Go!" (C) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 11 Lesson 10: The Animals Would Not Sleep! (C) LIT Unit 12 Lesson 2: A Friend for Henry (B) LIT Unit 12 Lesson 6: Circle (C) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 13 Lesson 3: Planting a Rainbow (C) LIT Unit 13 Lesson 5: Lola Plants a Garden (B) LIT Unit 13 Lesson 10: Let It Grow (C) LIT Unit 14 Lesson 2: "The Grand Canyon" (B) LIT Unit 14 Lesson 6: "Lousy Litter" (C) LIT Unit 14 Lesson 9: We Are Water Protectors (B) LIT Unit 16 Lesson 6: "That's Tasty!"		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.4.K.X-1</a> <a href="#">CC.1.4.K.X-2</a> <a href="#">CC.1.4.K.X-3</a> <a href="#">CC.1.4.K.X-4</a> <a href="#">CC.1.4.K.X-5</a> <a href="#">CC.1.4.K.X-6</a> <a href="#">CC.1.4.K.X-7</a> <a href="#">CC.1.4.K.X-8</a>
<p><b>1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>												
K	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Collaborative Discussion	Participate in collaborative conversations with peers and adults in small and larger groups.	Standard - CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	active listener participation collaboration question reflect respond evaluate	LIT Unit 11 Lesson 2: "Go, Kangaroos, Go!" (B) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 16 Lesson 2: "Being Nosy About Smells" (B) LIT Unit 18 Lesson 2: "Emperors of the Ice" (B) LIT Unit 18 Lesson 6: "The Amazing Sahara" (B) LIT Unit 18 Lesson 9: "Hot and Cold" (B) Participate with purpose and understanding in a group reading activity of an informational text.		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.5.K.A-1</a> <a href="#">CC.1.5.K.A-2</a> <a href="#">CC.1.5.K.A-3</a>
K	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Critical Listening	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Standard - CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	active listener participation collaboration question reflect respond evaluate topic details	LIT Unit 3 Lesson 1: Hair Love (A) LIT Unit 4 Lesson 1: "Their Homes Were Their Castles" (A) LIT Unit 4 Lesson 2: "Their Homes Were Their Castles" (B) LIT Unit 7 Lesson 1: "Migrating Monarchs: A Butterfly Vacation" (A) LIT Unit 7 Lesson 2: "Migrating Monarchs: A Butterfly Vacation" (B) LIT Unit 7 Lesson 8: "Insects of the Rainforest" (A) LIT Unit 7 Lesson 9: "Insects of the Rainforest" (B) LIT Unit 11 Lesson 1: "Go, Kangaroos, Go!" (A) LIT Unit 11 Lesson 2: "Go, Kangaroos, Go!" (B) LIT Unit 11 Lesson 4: "Rare and Wonderful Pandas" (A) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 13 Lesson 1: Planting a Rainbow (A) LIT Unit 14 Lesson 1: "The Grand		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.5.K.B-1</a> <a href="#">CC.1.5.K.B-2</a> <a href="#">CC.1.5.K.B-3</a>
K	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning?	Evaluating Information	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Standard - CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.2.PK-K Proficiency Level 1: Entering: 16.2.PK-K-1L Mimic teacher physical movements while listening to songs or chants (e.g. "Itsy Bitsy Spider" or "Head,		Unit 9 Lesson 12: "The Story of Chicken Little" (B) Answer questions to get help or information, or to clarify something		Text Read Aloud Supporting Visuals Assistive Technology Extended Time	<a href="#">CC.1.5.K.C-1</a> <a href="#">CC.1.5.K.C-2</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	evaluating.	How do active listeners know what to believe in what they hear?				communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Shoulders"). Proficiency Level 2: Emerging: 16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group. Proficiency Level 3: Developing: 16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants. Proficiency Level 4: Expanding: 16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.		that is unclear. Ask questions to get help or information, or to clarify something that is unclear.		Translating Programs Sensory Manipulatives Specific IEP SDI	
K	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English  Multimedia	Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Standard - CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	audience tone inflection subject/topic details clarity	LIT Unit 1 Lesson 6: Let's Work Together (B) LIT Unit 2 Lesson 6: Move! (C) LIT Unit 2 Lesson 13: This Is Not My Hat (C) LIT Unit 4 Lesson 3: "Their Homes Were Their Castles" (C) LIT Unit 4 Lesson 10: The Paper Bag Princess (C) LIT Unit 6 Lesson 7: We're Different, We're the Same (C) LIT Unit 7 Lesson 3: "Migrating Monarchs: A Butterfly Vacation" (C) LIT Unit 7 Lesson 10: "Insects of the Rainforest" (C) LIT Unit 8 Lesson 7: Alma and How She Got Her Name (C) LIT Unit 9 Lesson 3: A Story, a Story (C) LIT Unit 9 Lesson 10: "The Foolish Rabbit" (C) LIT Unit 11 Lesson 3: "Go, Kangaroos, Go!" (C) LIT Unit 11 Lesson 10: The Animals Would Not Sleep! (C) LIT Unit 12 Lesson 6: Circle (C) LIT Unit 13 Lesson 3: Planting a		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.5.K.G-1</a> <a href="#">CC.1.5.K.G-2</a> <a href="#">CC.1.5.K.G-3</a> <a href="#">CC.1.5.K.G-4</a>
K	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	Standard - CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.PK-K Proficiency Level 1: Entering: 16.2.PK-K.1S Respond to Yes/No questions about an illustrated story. Proficiency Level 2: Emerging: 16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story. Proficiency Level 3: Developing: 16.2.PK-K.3S Retell a story with visual supports (e.g. realia, pictures, puppets) with a partner. Proficiency Level 4: Expanding: 16.2.PK-K.4S	audience subject purpose retell experience	LIT Unit 3 Lesson 2: Hair Love (B) LIT Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) LIT Unit 12 Lesson 9: The Color Collector (B) LIT Unit 13 Lesson 5: Lola Plants a Garden (B) LIT Unit 16 Lesson 9: My Hygiene (B)		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.5.K.D-1</a> <a href="#">CC.1.5.K.D-2</a> <a href="#">CC.1.5.K.D-3</a> <a href="#">CC.1.5.K.D-4</a>
K	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Speak audibly and express thoughts, feelings, and ideas clearly.	Standard - CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	expression tone inflection clarity feelings thoughts ideas subject details	Unit 9 Lesson 5: "Spider and Turtle and Good Manners" (B) Unit 11 Lesson 5: "Rare and Wonderful Pandas" (B) Unit 12 Lesson 2: A Friend for Henry (B) Unit 12 Lesson 9: The Color Collector (B) Unit 13 Lesson 5: Lola Plants a Garden (B) Unit 14 Lesson 2: "The Grand Canyon" (B) Use an audible voice when speaking to clearly express thoughts, feelings, or ideas.		Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Sensory Manipulatives Specific IEP SDI	<a href="#">CC.1.5.K.E-1</a> <a href="#">CC.1.5.K.E-2</a> <a href="#">CC.1.5.K.E-3</a> <a href="#">CC.1.5.K.E-4</a>

	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Foundational Skills	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Print Concepts	Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation)	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Sentence Capitalization Quotation Marks	<b>OLS ELA Course:</b> Unit 10 "Little People Can Do Big Things" Lessons 1-3, 8-11 Unit 11 "Lunch!" Lessons 1-6 Unit 12 "The Dungy Family" Lesson 6 Unit 13 "Animal Antics" Lessons 1, 2, 7 Unit 14 "Inventions" Lessons 9, 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Verdekal ELA 3.20.23.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonological Awareness	-Distinguish long from short vowel sounds in spoken single syllable words -Count, pronounce, blend, and segment syllables in spoken words -Orally produce single syllable words, including consonant blends and digraphs -Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words -Add or substitute individual sounds in one syllable words to make new words	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Orally Consonant Blend Digraph Add Substitute	<b>OLS Phonics Course:</b> Embedded throughout units 1-36	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 9.14.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonics and Word Recognition	-Identify common consonant digraphs, final -e, and common vowel teams. -Decode one and two syllable words with common patterns. -Read grade level words with inflectional endings. -Read grade appropriate irregularly spelled words.	CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Consonant Diagram Final -e Vowel Team Decode Inflectional Ending Irregular Patterns	<b>OLS Phonics Course:</b> Units 1-36, all lessons	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 9.20.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Fluency	-Read on level text with purpose and understanding with accuracy and fluency. -Read on level text orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.1.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Text Accuracy Rate Expression Context Self-Correct Rereading	<b>OLS Phonics Course:</b> Embedded throughout units 1-36	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 10.4.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Main Idea	Identify the main idea and retell key details of text	CC.1.2.1.A Identify the main idea and retell key details of text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.1 Proficiency Level 1: Entering: 16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g. Show me what little bear cooks. Who are little bear's friends?) Little Bear by Elsa Holmelund Minarik Proficiency Level 2: Emerging: 16.2.1.2R Identify main idea of a text by matching story illustrations to labels with teacher support. Proficiency Level 3: Developing: 16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support. Proficiency Level 4: Expanding: 16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner. Proficiency Level 5: Bridging: 16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.	Main idea	<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 9 Unit 5 "Up In the Sky" Lessons 4, 9 Unit 7 "In Space" Lessons 10 & 11 Unit 14 "Inventions" Lessons 1, 3, 9 Unit 17 "Earth is Our Home" Lessons 1, 3, 8 Unit 18 "Animals of the Woods" Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 11.15.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.  and  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does interaction with text provoke thinking and response?	Text Analysis	Ask and answer questions about key details in text.	CC.1.2.1.A Identify the main idea and retell key details of text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.1 Proficiency Level 1: Entering: 16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g. Show me what little bear cooks. Who are little bear's friends?) Little Bear by Elsa Holmelund Minarik Proficiency Level 2: Emerging: 16.2.1.2R Identify main idea of a text by matching story illustrations to labels with teacher support. Proficiency Level 3: Developing: 16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support. Proficiency Level 4: Expanding: 16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner. Proficiency Level 5: Bridging: 16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 9 Unit 5 "Up In the Sky" Lessons 4, 9 Unit 7 "In Space" Lessons 10 & 11 Unit 14 "Inventions" Lessons 1, 3, 9 Unit 17 "Earth is Our Home" Lessons 1, 3, 8 Unit 18 "Animals of the Woods" Lesson 2		<a href="#">Huegel ELA 11.16.22.pdf</a>



1st Grade ELA Framework

	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Informati	1	Effective readers use appropriate strategies to construct meaning.  and  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does the interaction with text provoke thinking and response?	Analysis Across Texts	Identify basic similarities in and differences between two texts on the same topic	CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 7 "In Space" Lesson 9 Unit 14 "Inventions" Lesson 9 Unit 17 "Earth is Our Home" Lesson 8 Unit 18 "Animals of the Woods" Lessons 1, 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett ELA 3.16.23.pdf</a>
	1	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words?  What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 8, 10 Unit 2 "All About Foxes" Lesson 1 Unit 5 "Up In the Sky" Lessons 1, 3, 9, 10 Unit 7 "In Space" Lessons 1-11 Unit 8 "Cats" Lessons 1, 2 Unit 14 "Inventions" Lessons 1, 6-8 Unit 17 "Earth is Our Home" Lessons 1, 2, 4, 5 Unit 18 "Animals of the Woods" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Capone ELA 4.3.23.pdf</a>
	1	An expanded vocabulary enhances one's ability to express ideas and information.  and  Effective readers use appropriate strategies to construct meaning.	Why learn new words?  How do strategic readers create meaning from informational and literary text?  What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 5 "Up In the Sky" Lesson 4 Unit 8 "Cats" Lesson 2 Unit 16 "Unlikely Friends" Lesson 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 10.31.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about? How do readers know what to believe?  How does what readers' read influence how they should read it?  How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Read Comprehend Literary Nonfiction	<b>OLS ELA Course:</b> Unit 5 "Up In the Sky" Lessons 4, 5, 9, 10 Unit 8 "Cats" Lessons 7-9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 11.1.22.pdf</a>
Reading Literature	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Theme	Retell stories including key details and demonstrate understanding of their central message or lesson.	CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Message Lesson	<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 4, 7 Unit 2 "All About Foxes" Lesson 8 Unit 3 "Wordly Wisdom" Lessons 3-6, 10 Unit 5 "Up In the Sky" Lesson 8 Unit 6 "Lessons to Learn" Lessons 2, 3, 5 Unit 10 "Little People Can Do Big Things" Lessons 3, 5, 6 Unit 11 "Lunch!" Lesson 3 Unit 12 "The Dunny Family" Lessons 1-4 Unit 13 "Animal Antics" Lessons 1, 4, 8 Unit 16 Lessons 2, 3, 9 Unit 18 "Animals of the Woods" Lesson 7 Unit 19 "Let's Put on a Show" Lesson 1, 2, 4, 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Gehrett ELA 9.22.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Text Analysis	Ask and answer questions about key details in a text.	CC.1.3.1.B Ask and answer questions about key details in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 2, 3, 5, 6 Unit 2 "All About Foxes" Lesson 6 Unit 3 "Wordly Wisdom" Lesson 4 Unit 5 "Up In the Sky" Lesson 7 Unit 6 "Lessons to Learn" Lesson 1 Unit 10 "Little People Can Do Big Things" Lessons 1-3, 10 Unit 11 "Lunch!" Lesson 3 Unit 12 "The Dunny Family" Lessons 1-5 Unit 13 "Animal Antics" Lessons 1-7 Unit 16 "Unlikely Friends" Lessons 1-3, 7, 8 Unit 19 "Let's Put on a Show" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 1.23.23.pdf</a>

	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
* Reading Literature *	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Literary Elements	Describe characters, settings, and major events in a story, using key details.	CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 2, 3, 5-7, 12 Unit 2 "All About Foxes" Lesson 5 Unit 3 "Wordly Wisdom" Lessons 1, 3-5, 8 Unit 6 "Lessons to Learn" Lessons 2-4, 8 Unit 8 "Cats" Lesson 4 Unit 10 "Little People Can Do Big Things" Lessons 1, 2 Unit 11 "Lunch!" Lessons 3-6 Unit 12 "The Dunny Family" Lessons 1-5 Unit 13 "Animal Antics" Lessons 2-4 Unit 16 "Unlikely Friends" Lessons 1-3, 7 Unit 19 "Let's Put on a Show" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 10.20.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Point of View	Identify who is telling the story at various points in a text.	CC.1.3.1.D Identify who is telling the story at various points in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Narrator	<b>OLS ELA Course:</b> Unit 5 "Up In the Sky" Lessons 7, 8 Unit 10 "Little People Can Do Big Things" Lessons 4, 8 Unit 19 "Let's Put on a Show" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 1.25.23.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  How does what readers read influence how they should read?	Text Structure	Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.	CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Differences Fiction Non-Fiction	<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 11 Unit 2 "All About Foxes" Lesson 6 Unit 6 "Lessons to Learn" Lessons 5, 9 Unit 11 "Lunch!" Lesson 1 Unit 13 "Animal Antics" Lesson 1 Unit 19 "Let's Put on a Show" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 10.6.22.pdf</a>
	1	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words?  What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Senses	<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 11 Unit 2 "All About Foxes" Lesson 9 Unit 3 "Wordly Wisdom" Lesson 11 Unit 5 "Up In the Sky" Lesson 13 Unit 6 "Lessons to Learn" Lesson 11 Unit 7 "In Space" Lesson 12 Unit 8 "Cats" Lesson 10 Unit 10 "Little People Can Do Big Things" Lesson 11 Unit 11 "Lunch!" Lesson 7 Unit 12 "The Dunny Family" Lesson 6 Unit 13 "Animal Antics" Lesson 9 Unit 14 Unit 14 "Inventions" Lesson 10 Unit 16 "Unlikely Friends" Lessons 7, 10 Unit 17 "Earth is Our Home" Lessons 9-11 Unit 18 "Animals of the Woods" Lesson 6-8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Gehrett ELA 9.15.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Sources of Information	Use illustrations and details in a story to describe characters, setting, or events	CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Setting Events	<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 1, 2, 6, 7 Unit 2 "All About Foxes" Lesson 7 Unit 3 "Wordly Wisdom" Lesson 8 Unit 6 "Lessons to Learn" Lesson 4 Unit 8 "Cats" Lesson 5 Unit 10 "Little People Can Do Big Things" Lesson 9 Unit 11 "Lunch!" Lessons 2, 5, 6 Unit 16 "Unlikely Friends" Lessons 1-3, 7, 8 Unit 17 "Earth is Our Home" Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 10.18.22.pdf</a>
	1	Effective readers use appropriate strategies to construct meaning.  and Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  How does interaction with text provoke thinking and response?  What is the text really about?	Text Analysis	Compare and contrast the adventures and experiences of characters in stories.	CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 7, 12 Unit 6 "Lessons to Learn" Lessons 4, 6, 10  <b>Teacher Supplementation:</b> Mo Willem's Author Study Week	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett Boost 11.10.22.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List												
1	An expanded vocabulary enhances one's ability to express ideas and information.  and  Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  Why learn knew words?  What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS ELA Course: Unit 2 "All About Foxes" Lesson 4 Unit 3 "Wordly Wisdom" Lesson 10 Unit 5 "Up In the Sky" Lesson 8 Unit 6 "Lessons to Learn" Lesson 9 Unit 10 "Little People Can Do Big Things" Lessons 10, 11 Unit 13 "Animal Antics" Lessons 3, 4 Unit 18 "Animals of the Woods" Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Capone ELA 10.10.22.pdf</a>												
												1	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn knew words?  What strategies and resources does the learner use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.	CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Signal Words	OLS ELA Course: Unit 1 "Kindness is Important" Lessons 1-6, 11 Unit 2 "All About Foxes" Lessons 4, 9 Unit 3 "Wordly Wisdom" Lessons 1, 3, 4, 6, 8, 11 Unit 5 "Up In the Sky" Lessons 7, 8, 13 Unit 6 "Lessons to Learn" Lessons 1, 2, 4, 5-6, 8, 10, 11 Unit 8 "Cats" Lessons 4, 10 Unit 10 "Little People Can Do Big Things" Lessons 2, 4, 10, 11 Unit 11 "Lunch!" Lessons 1, 3, 7 Unit 12 "The Dungy Family" Lesson 6 Unit 13 "Animal Antics" Lessons 6-9 Unit 16 "Unlikely Friends" Lessons 1, 2, 7, 8 Unit 17 "Earth is Our Home" Lesson 9 Unit 18 "Animals of the Woods" Lessons 6-8 Unit 19 "Let's Put on a Show" Lessons 1-5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett ELA 9.15.22.pdf</a>
1	Students write for different purposes and audiences.	What is the purpose?  Who is the audience?	Range of Writing	Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4.1.A Write informative/ explanatory texts to examine a topic and convey ideas and information.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS ELA Course: Unit 10 "Little People Can Do Big Things" Lesson 11 Unit 12 "The Dungy Family" Lessons 2-5 Unit 13 "Animal Antics" Lesson 9 Unit 14 "Inventions" Lessons 1-4 Unit 18 "Animals of the Woods" Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel ELA 2.14.23.pdf</a>												
												CC.1.4.1.G Write opinion pieces on familiar topics.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS ELA Course: Unit 16 "Unlikely Friends" Lessons 7, 8 Unit 18 "Animals of the Woods" Lessons 5, 7	<a href="#">Capone ELA 3.29.23.pdf</a>						
																		CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS ELA Course: Unit 11 "Lunch!" Lessons 5, 7 Unit 14 "Inventions" Lesson 10 Unit 17 "Earth is Our Home" Lessons 7-11	<a href="#">Hamm ELA 4.24.23.pdf</a>

Reading Literature \* Reading Literature





	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	1	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Participate in individual or shared research and writing projects.	CC.1.4.1.V Participate in individual or shared research and writing projects.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 14 "Inventions" Lessons 2-4 Unit 19 "Let's Put on a Show" Lessons 2-6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	
	1	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 14 "Inventions" Lessons 2, 3 Unit 19 "Let's Put on a Show" Lessons 2-6  <b>Teacher Supplementation:</b> Growth Mindset Unit	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Petro ELA 9.7.22.pdf</a>
	1	Effective research requires multiple sources of information to gain or expand knowledge.	What do writers write?  What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lessons 11, 12 Unit 3 "Wordly Wisdom" Lesson 11 Unit 5 "Up In the Sky" Lesson 13 Unit 6 "Lessons to Learn" Lesson 11 Unit 7 "In Space" Lessons 12, 14 Unit 8 "Cats" Lessons 5, 10 Unit 14 "Inventions" Lessons 2, 3 Unit 16 "Unlikely Friends" Lessons 9, 10 Unit 17 "Earth is Our Home" Lessons 7-11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 1.25.23.pdf</a>
Listening * Speaking and Listening	1	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Collaborative Discussion	Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 19 "Let's Put on a Show" Lessons 2-6  <b>Teacher Supplementation:</b> <a href="#">Read Aloud-The Pigeon Has to go to School</a>	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 8.29.22.pdf</a>
	1	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Critical Listening	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.1 Proficiency Level 1: Entering: 16.2.1.1L Point to illustrations of key story details in response to teacher prompt (e.g. where is Owl's bed? Where is the moon?) Owl at Home by Arnold Lobel Proficiency Level 2: Emerging: 16.2.1.2L Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g. When is owl scared/sad/happy?) Proficiency Level 3: Developing: 16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer. Proficiency Level 4: Expanding: 16.2.1.4L Respond to questions about key story details of a read aloud in a small group. Proficiency Level 5: Bridging: 16.2.1.5L Respond to a read aloud by role-playing key details with a partner.		<b>OLS ELA Course:</b> Unit 19 "Let's Put on a Show" Lessons 2-6  <b>Teacher Supplementation:</b> <a href="#">Read Aloud-What do you do with a Problem?</a>	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Salai ELA 9.1.22.pdf</a>
	1	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Evaluating Information	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 19 "Let's Put on a Show" Lessons 2-6  <b>Teacher Supplementation:</b> Show & Tell	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Capone Boost 12.22.22.pdf</a>
1	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience, and Task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.1 Proficiency Level 1: Entering: 16.2.1.1S Identify words related to main events in a text with teacher modeling (e.g. moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel Proficiency Level 2: Emerging: 16.2.1.2S Describe the main events of a text using words and short phrases with visual support. Proficiency Level 3: Developing: 16.2.1.3S Retell the main events of a text with some relevant details with a partner. Proficiency Level 4: Expanding: 16.2.1.4S Summarize the main events of a text with relevant details in a group. Proficiency Level 5: Bridging: 16.2.1.5S Summarize the main events of a text with relevant details with a partner.		<b>OLS ELA Course:</b> Unit 19 "Let's Put on a Show" Lessons 2-6  <b>Teacher Supplementation:</b> Show & Tell	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Capone Boost 12.22.22.pdf</a>	

Speaking and Listening	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	1	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Produce complete sentences when appropriate to task and situation.	CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 14 "Inventions" Lesson 4 Unit 19 "Let's Put on a Show" Lessons 2-6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett ELA 3.29.23.pdf</a>
	1	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 7 "In Space" Lessons 12, 14 Unit 8 "Cats" Lessons 5, 9-11 Unit 11 "Lunch!" Lesson 8 Unit 14 "Inventions" Lesson 4 Unit 16 "Unlikely Friends" Lesson 10 Unit 19 "Let's Put on a Show" Lessons 2-6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	
	1	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		<b>OLS ELA Course:</b> Unit 1 "Kindness is Important" Lesson 11 Unit 3 "Wordly Wisdom" Lesson 11 Unit 5 "Up In the Sky" Lesson 13 Unit 6 "Lessons to Learn" Lesson 11 Unit 7 "In Space" Lessons 12, 14 Unit 8 "Cats" Lessons 10, 11 Unit 14 "Inventions" Lesson 4 Unit 16 "Unlikely Friends" Lesson 10 Unit 19 "Let's Put on a Show" Lessons 2-6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Foundational skills help students with the basic conventions of literacy.	How do foundational skills help me to be a fluent reader?	Phonics and decoding regular and irregular phonetic words	Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.	syllable long vowel short vowel prefix suffix high-frequency word common irregular	Standard - CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Open and closed syllables • Two-syllable words • Consonant l e • Inflectional endings • Prefixes and Suffixes • Plural and possessive nouns • Past tense • Adjectives and adverbs • Silent letters • Closed syllable welded sounds • Diphthongs • Soft and hard g and c <i>Sight words</i>	<b>K-12 OLS, Grade 2, Literature</b> Unit 1, Lessons 2-9 Unit 2, Lessons 1-4, 6-9, 11, 17-18 Unit 3, Lessons 2-11, 13 Unit 4, Lessons 1-5, 12-15 Unit 5, Lessons 6-14 Unit 6, Lessons 2-4, 6 Unit 7, Lessons 2-11 Unit 8, Lessons 1-4, 6-9 Unit 9, Lessons 1-5, 11-14 Unit 10, Lessons 1-4, 7 Unit 11, Lessons 4, 10-12 Unit 12, Lessons 2-6, 10	Modifications for reading - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her Modifications for writing - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 1, Lesson 3</a>
2	Foundational skills help students with the basic conventions of literacy.	How do foundational skills help me to make meaning about what I have read?	Read with fluency and automaticity to comprehend texts.	Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy expression context self-correct purpose	Standard - CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Determine the themes of myths, fables, and folktales VES • Choose the picture that matches the setting or character ZSQ • Determine the topic and purpose of informational passages Y2G • Read realistic fiction UC6 • Read science fiction ZV5 • Read along about famous people PDE • Read about animals W8U • Read about famous places HYR • Read about famous people 5MZ	<b>K-12 OLS, Grade 2, Literature</b> Unit 1, Lessons 3, 6-8 Unit 2, Lessons 1-4, 6, 8, 10, 13, 16 Unit 3 Lessons 3, 5, 6, 8, 10 Unit 4 Lessons 1-5, 7-12, 14 Unit 5, Lessons 2, 4-11, 13 Unit 6, Lessons 2-3, 7, 11 Unit 7 Lessons 2, 4, 7, 8, 10 Unit 8, Lesson 1 Unit 9, Lessons 1, 5, 7, 9, 10, 14 Unit 10, Lessons 1-9, 11, 13 Unit 11, Lessons 1-5, 8-17 Unit 12, Lessons 2-4, 6-10, 12, 14, 17	Modifications for reading - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her Modifications for writing - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 1, Lesson 3</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Identify the main idea	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	main idea specific paragraph multi-	Standard - CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	· Determine the topic and purpose of informational passages Y2G	<b>K-12 OLS, Grade 2, Literature</b> Unit 1, Lesson 1 Unit 2 Lessons 6, 17-18 Unit 3, Lesson 6 Unit 4, Lessons 1, 2, 15,16 Unit 5, Lessons 3, 14, 15 Unit 6 Lesson 14 Unit 10, Lessons 1, 2, 6, 11, 12 Unit 11, Lessons 4, 10 Unit 12, Lessons 2, 18-20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 1</a>
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	key details demonstrate	Standard - CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	· Read along about famous people PDE · Read about animals WBU · Read about famous places HYR · Read about famous people 5MZ	<b>K-12 OLS, Grade 2, Literature</b> Unit 3, Lesson 7 Unit 4, Lessons 4, 5, 7, 9, 11 Unit 5, Lessons 2, 6, 10 Unit 10, Lessons 1, 4, 7, 11, 14 Unit 11, Lessons 1, 3, 5, 9- 15, 17 Unit 12, Lessons 2, 4-10	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 10, Lesson 1</a>
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Making text to text connections	Describe the connection between a series of events, concepts, or steps in a procedure within a text.	procedure connection	Standard - CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	· Order events in a story 5YL ·Put the sentences in order 5SF ·Use time-order words QDD	<b>K-12 OLS, Grade 2, Literature</b> Unit 4, Lessons 7, 15, 16 Unit 6, Lesson 14 Unit 10, Lessons 3, 8, 11-15 Unit 11, Lessons 14, 17 Unit 12, Lesson 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 4, Lesson 7</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Readers interact with the text.	How does interaction with text provoke thinking and response?	Features of non-fiction text	Use various text features and search tools to locate key facts or information in a text efficiently.	efficiently	Standard - CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Use text features <i>MKE</i> • Use guide words <i>T6U</i> • Use dictionary entries <i>B7M</i>	<b>K-12 OLS, Grade 2, Literature</b> Unit 2, Lesson 6, 7, 8, 17, 18 Unit 3, Lessons 7, 8, 11, 13 Unit 4, Lesson 2 Unit 5, Lessons 7, 14, 15 Unit 6, Lesson 14 Unit 9, Lesson 11 Unit 10, Lessons 1-4,13, 15 Unit 11, Lessons 12, 17 Unit 12, Lesson 3, 19, 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 3, CC.1.2.2.E</a>
2	Readers use different tools to determine the meaning of unknown words.	What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	grade-level multiple-meaning	Standard - CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Find synonyms in context <i>NZD</i> • Find antonyms in context <i>2LH</i>	<b>K-12 OLS, Grade 2, Literature</b> Unit 10 Lesson 3, 4 Unit 11, Lessons 3, 9, 10, 17-19 Unit 12, Lesson 9, 15	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 3, Lesson 4, Old Unit 10, Lesson 4</a>
10,	Readers interact with the text.	How does interaction with text provoke thinking and response?	Features of non-fiction text	Explain how graphic representations contribute to and clarify a text.	graphic clarify representation	Standard - CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Choose the picture that matches the idiomatic expression <i>XFB</i> • Form compound words with pictures <i>87D</i>	<b>K-12 OLS, Grade 2, Literature</b> Unit 3, Lessons 8, 11, 13 Unit 10, Lessons 3, 12, 15 Unit 11, Lesson 5 Unit 12, Lesson 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Each Animal in Its Place, CC.1.2.2.G</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Reading critically helps us find textual evidence.	How do readers know what to believe?	Textual evidence	Describe how reasons support specific points the author makes in a text.	reasons	Standard - CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Determine the topic and purpose of informational passages Y2G	<b>K-12 OLS, Grade 2, Literature</b> Unit 4, Lessons 12, 15, 16 Unit 6, Lesson 14 Unit 10, Lessons 5, 15 Unit 12, Lesson 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual	<a href="#">Each Animal in Its Place</a> <a href="#">CC.1.2.2.H</a>
2	Readers interact with the text.	How does interaction with text provoke thinking and response?	Compare and Contrast	Compare and contrast the most important points presented by two texts on the same topic.	compare contrast important	Standard - CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Compare and contrast in informational passages NQN	<b>K-12 OLS, Grade 2, Literature</b> Unit 2, Lessons 7, 17, 18 Unit 3, Lesson 13 Unit 4, Lesson 10 Unit 11, Lesson 13, 16, 18 Unit 12, Lessons 7, 18, 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 7</a>
2	Learning new words expands our reading and writing vocabularies.	Why learn new words?	Vocabulary Aquisition and Use	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	acquire conversational general domain-specific academic specific	Standard - CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	• Use the prefixes pre-, re-, and mis- <i>JBV</i> • Sort words with shared prefixes and suffixes by meaning <i>JBB</i> • Use the correct homophone <i>Q92</i> • Shades of meaning with pictures <i>W8Q</i>	<b>K-12 OLS grade 2 Literature</b> Unit 1, Lessons 1-5, 7, 8 Unit 2, Lessons 1-4, 6, 7, 11, 12, 14, 17 Unit 3, Lessons 2, 4, 6-8 Unit 4 Lessons 1-5, 9, 11, 13, 14 Unit 5, Lessons 2, 3, 5-7 Unit 6, Lessons 2-5, 7-11, 13 Unit 7, Lessons 2, 5, 8-10, 12 Unit 8, Lessons 1-4, 6-8 Unit 9, Lessons 7, 9, 13 Unit 10, Lessons 1-9, 11, 13, Unit 11, Lessons 1, 3, 5, 15, 18, Unit 12, Lessons 2, 7, 8, 10, 12-17	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing,	<a href="#">Unit 1, Lesson 1</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Readers use different tools to determine the meaning of unknown words.	What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	determine clarify unknown multiple-meaning content strategy	Standard - CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1R Match pictures of multiple meaning words (e.g. fly-insect; fly-verb) to print with teacher monitoring. Proficiency Level 2: Emerging: 16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g. I saw a bat; I hit the ball with a bat). Proficiency Level 3: Developing: 16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner. Proficiency Level 4: Expanding: 16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g. context clues, dictionary) with a partner. Proficiency Level 5: Bridging: 16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies.	Use academic vocabulary in context MYW Determine the meaning of a word with pre-, re-, or mis- KQY Determine the meaning of a word with -ful or -less 6TR P prefixes and suffixes: review SES Determine the meaning of a word with	<b>K-12 OLS grade 2 Literature</b> Unit 2, Lessons 1, 4 Unit 3 Lesson 8 Unit 4 Lessons 2, 3, 8, 15, 16, Unit 6, Lesson 14 Unit 9, Lesson 11 Unit 10, Lessons 3, 15 Unit 11 Lessons 9, 10, 13-15, 17-19 Unit 12, Lessons 5, 6, 14-16, 19, 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when	<a href="#">Unit 2, Lesson 1</a>
2	Readers read for different purposes.	How does a readers' purpose influence how text should be read?	Independent Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	comprehend literary non-fiction informational proficiently	Standard - CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Determine the topic and purpose of informational passages Y2G	<b>K-12 OLS Grade 2 Literature</b> Unit 2, Lessons 6, 8-10 Unit 3, Lessons 6, 7, 9, 10, Unit 4, Lessons 1, 2, 4, 5, 7, 9, 11 Unit 5, Lessons 2, 6 Unit 10, Lessons 1-9, 11, 13 Unit 11, Lessons 1-4, 7-9, 11-16 Unit 12, Lessons 2, 5-10, 14	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 9</a>
	Themes help readers understand what the text is about.	What is this text really about?	Theme	Recount stories and determine their central message, lesson, or moral.	recount central message moral	Standard - CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Determine the themes of myths, fables, and folktales VES	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lesson 6 Unit 2, Lessons 15-18 Unit 3, Lessons 3, 11, 13, Unit 6, Lessons 2-9, 12, 13 Unit 7, Lessons 6, 12, 13 Unit 9, Lessons 2, 5, 8, 10, 11, 13, 15, 16 Unit 12, Lesson 10	Modifications for reading - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her Modifications for writing - Model sentences with appropriate conventions, visual	<a href="#">Unit 1, Lesson 6</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Key details	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	key details	Standard - CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	•Read realistic fiction UC6 •Read science fiction ZV5	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lesson 6 Unit 2, Lessons 1, 2, 11, 14-16 Unit 3, Lessons 2, 4, 6 Unit 6, Lessons 2-11 Unit 7, Lessons 2, 8 Unit 8, Lessons 1-4, 6-8 Unit 9, Lessons 1, 3, 7, 9-14 Unit 12, Lessons 12-17	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing	<a href="#">Unit 2, Lesson 16</a>
2	Readers interact with the text.	How does interaction with text provoke thinking and response?	Character Traits	Describe how characters in a story respond to major events and challenges.	characters response challenges major events	Standard - CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion. Proficiency Level 2: Emerging: 16.2.2-3.2S Answer WH- questions about character traits from a story using pictures (e.g. angry, sad, scared) with teacher modeling. Proficiency Level 3: Developing: 16.2.2-3.3S Respond to questions in phrases or short sentences about the traits of the main character using sentence starters with a partner and a list of character traits. Proficiency Level 4: Expanding: 16.2.2-3.4S Discuss the traits of a character using specific and some technical language using a list of character traits with a partner. Proficiency Level 5: Bridging: 16.2.2-3.5S Describe characters in a story (e.g. their traits and feelings) in a group.	• Read realistic fiction UC6 • Read science fiction ZV5	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 4, 9, 10 Unit 2, Lessons 2, 4, 12, 14, 17 Unit 3, Lessons 3, 13 Unit 5, Lessons 12, 14, 15 Unit 6, Lesson 2-9, 12, 13 Unit 8, Lesson 9 Unit 9, Lesson 2, 4, 9, 14-16 Unit 12, Lesson 13, 15-19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 4</a>
	Reading requires thinking about differing points of view.	How does what readers read influence how they should read?	Point of View	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Point of View	Standard - CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class. Proficiency Level 2: Emerging: 16.2.2-3.2L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads. Proficiency Level 3: Developing: 16.2.2-3.3L Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share. Proficiency Level 4: Expanding: 16.2.2-3.4L Answer questions about author's point of view after listening to a poem in a think-pair-share. Proficiency Level 5: Bridging: 16.2.2-3.5L		<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 2, 4, 9, 10 Unit 2, Lessons 1, 3, 4, 13, 15, 17, 18 Unit 3, Lessons 3, 5, 11 Unit 6, Lessons 7, 9, 12, 13 Unit 8, Lessons 3, 4 Unit 9, Lessons 8, 11, 15-17 Unit 12, Lessons 14, 19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type	<a href="#">Unit 1, Lesson 2</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Story Structure	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Sequence structure introduction conclusion action	Standard - CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Order events in a story 5YL</li> <li>Match each effect to its cause J68</li> <li>Match each cause to its effect X8Z</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 5, 10 Unit 2, Lessons 4, 15 Unit 3, Lesson 13 Unit 9, Lessons 2, 11, 12, 14-17 Unit 12, Lesson 15	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 5</a>
2	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Vocabulary	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	rhythm phrase meaning	Standard - CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Choose the picture that rhymes with the word <b>ZHW</b></li> <li>Which word does not rhyme? <b>TUK</b></li> <li>Complete the rhyme <b>EW5</b></li> <li>Complete the poem with a word that rhymes <b>QHD</b></li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 1 Lessons 7-8, 10 Unit 3, Lessons 5, 13 Unit 4, Lessons 13-16 Unit 5, Lessons 9, 14, 15 Unit 6, Lesson 14 Unit 7, Lessons 3, 4, 12, 13	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 7</a>
	Readers interact with the text.	How does interaction with text provoke thinking and response?	Features of text	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Digital illustrations character plot setting	Standard - CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Use actions and dialogue to understand characters <b>ZDC</b></li> <li>Choose the picture that matches the setting or character <b>ZSQ</b></li> <li>Read realistic fiction <b>UC6</b></li> <li>Read science fiction <b>ZV5</b></li> <li>Form compound words with pictures <b>87D</b></li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 1-4, 6, 9, 10 Unit 2, Lessons 2, 4, 11, 14, 16 Unit 3, Lessons 3, 13 Unit 5, Lessons 5, 7, 8, 10-12, 14, 15 Unit 6, Lessons 4-6, 12, 13 Unit 9, Lesson 4, 5, 11, 15-17 Unit 12, Lesson 16-19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 4</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Compare and contrast two or more versions of the same story by different authors or from different cultures.	compare contrast	Standard - CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 2, Lessons 13, 15-18 Unit 3, Lesson 13 Unit 9, Lesson 17	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 2, Lesson 13</a>
2	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	multiple-meaning	Standard - CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>• Use academic vocabulary in context <i>MYW</i></li> <li>• Determine the meaning of a word with pre-, re-, or mis- <i>KQY</i></li> <li>• Determine the meaning of a word with -ful or -less <i>6TR</i></li> <li>• Prefixes and suffixes: review <i>5ES</i></li> <li>• Determine the meaning of a word with -ly or -ness <i>S77</i></li> <li>• Multiple-meaning words with pictures <i>WVW</i></li> <li>• Choose the picture that matches the idiomatic expression</li> </ul>	K-12 OLS Grade 2 Literature Unit 12, Lesson 9	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 12, Lesson 9</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Learning new words expands our reading and writing vocabularies.	Why learn new words?	Vocabulary Acquisition and Use	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	acquire conversational academic general domain	Standard - CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Determine the meaning of a word with pre-, re-, or mis- <i>KQY</i></li> <li>Determine the meaning of a word with -ful or -less <i>6TR</i></li> <li>Prefixes and suffixes: review <i>5ES</i></li> <li>Determine the meaning of a word with -ly or -ness <i>S77</i></li> <li>Multiple-meaning words with pictures <i>WVV</i></li> </ul>	<b>K-12 OLS Literature</b> Unit 1, Lessons 1-5, 7, 8 Unit 2, Lessons 1-4, 6, 7, 11, 12, 14, 17 Unit 3, Lessons 2, 4, 6-8 Unit 4, Lessons 1-5, 9, 11, 13, 14 Unit 5, Lesson 2, 3, 5-7 Unit 6, Lesson 2-5, 7-11, 13 Unit 7, Lessons 2, 5, 8-10, 12 Unit 8, Lessons 1-4, 6-8 Unit 9, Lessons 7, 9, 13 Unit 10, Lessons 1-9, 11, 13 Unit 11, Lessons 1, 3, 5, 15, 18 Unit 12, Lessons 2, 7, 8, 10, 12-17	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 1</a>
2	Reading is making meaning from text.	How do strategic readers create meaning from informational and literary text?	Range of Reading	Read and comprehend literature on grade-level, reading independently and proficiently.	comprehend literature independent proficient	Standard - CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Order events in a story <i>5YL</i></li> <li>Choose the picture that matches the setting or character <i>ZSQ</i></li> <li>Read realistic fiction <i>UC6</i></li> <li>Read science fiction <i>ZV5</i></li> <li>Determine the themes of myths, fables, and folktales <i>VES</i></li> </ul>	<b>K-12 OLS Literature</b> Unit 1, Lessons 5, 7 Unit 2, Lessons 1, 11 Unit 4, Lesson 13 Unit 7, Lessons 2, 5, 8, 9 Unit 8, Lessons 1-4, 6-8 Unit 9, Lessons 1-4, 7, 8, 10-14	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 5</a>
	Students write clearly to convey information.	How do writers write to explain information clearly?	Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	informative explanatory examine topic convey clearly	Standard - CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Determine the topic and purpose of informational passages <i>Y2G</i>	<b>K-12 OLS Literature</b> Unit 1, Lesson 10 Unit 2, Lessons 8-11, 17, 18 Unit 3, Lesson 12 Unit 4, Lessons 8-10, 16 Unit 5, Lesson 15 Unit 6, Lesson 10 Unit 7, Lesson 13 Unit 8, Lesson 10 Unit 11, Lesson 1, 8-11, 14, 15, 18 Unit 12, Lesson 3	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 8</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write for different purposes.	What is the purpose?	Focus for Writing	Informational: Identify and introduce the topic.	topic introduction identify	Standard - CC.1.4.2.B Identify and introduce the topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Choose topic sentences or expository paragraphs AQZ</li> <li>Use key details to determine the main idea LMZ</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 12, Lesson 3	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 12, Lesson 3</a>
	Students write clear and focused text.	What makes clear and effective writing?	Content for Writing	Informational: Develop the topic with facts and/or definitions.	Informational develop facts definitions	Standard - CC.1.4.2.C Develop the topic with facts and/or definitions	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Select the detail that does not support the topic sentence WXX</li> <li>Complete the fact and opinion sentences 79N</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 2, Lessons 8-11, 17 Unit 4, Lesson 8 Unit 6, Lesson 10 Unit 7, Lesson 13 Unit 11, Lessons 1, 8-10, 14, 15, 18	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 8</a>
	Students write clear and focused text.	Why is it important to use concluding sentences in writing?	Recognize the importance of using an appropriate organizational pattern and use concluding sentences in writing	Group information and provide a concluding statement or section.	group information concluding statement section	Standard - CC.1.4.2.D Group information and provide a concluding statement or section.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Select the detail that does not support the topic sentence WXX</li> <li>Organize information by main idea B9K</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 2, Lessons 8-11, 17 Unit 4, Lessons 8-10 Unit 6, Lesson 10 Unit 7, Lesson 13 Unit 11, Lesson 1, 7, 11, 16, 18	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 8</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Students write for different audiences.	Who is the audience? What will work best for the audience?	Writing Style	Choose words and phrases for effect.	phrases effect	Standard - CC.1.4.2.E Choose words and phrases for effect.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Revise the sentence using a stronger verb LZV Choose the synonym JJJX Choose the antonym 9Y4 Find the words with related meanings C65 Describe the difference between related words 54B	<b>K-12 OLS Grade 2 Literature</b> Unit 2, Lessons 8, 9 Unit 4, Lesson 8 Unit 5, Lesson 6, 8 Unit 6, Lesson 10	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 5</a> , <a href="#">Lesson 6</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Students use appropriate grammar in spoken and written communications.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	conventions standard proper nouns grammar usage punctuation apostrophe consult reference	Standard - CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Sort common and proper nouns <i>CK8</i> Identify common and proper nouns <i>9SQ</i> Capitalizing the names of people and pets <i>A2V</i> Capitalizing days, months, and holidays <i>MXD</i> Capitalizing the names of places and geographic features <i>6US</i> Capitalization: review <i>BR9</i> Commas with a series <i>N74</i> Commas with dates <i>PM9</i> Commas with the names of places <i>FMY</i> Commas: review <i>HA2</i> Identify plurals, singular possessives, and plural possessives <i>LQP</i> Form the singular or plural possessive <i>D58</i> Identify and correct errors	<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 2-9 Unit 2, Lessons 1-4, 6-10, 14-17 Unit 3, Lessons 2-11 Unit 4, Lessons 1-5, 7-15 Unit 5, Lessons 6-14 Unit 6, Lessons 2-11 Unit 7, Lessons 2-6, 9, 11-13 Unit 9, Lessons 1-5, 11-14 Unit 10, Lessons 1-9	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 5</a> , <a href="#">Lesson 6</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write for different purposes.	How do writers express opinions?	Focus for Writing	Write opinion pieces on familiar topics or texts.	opinion	Standard - CC.1.4.2.G Write opinion pieces on familiar topics or texts.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 5, Lessons 2-6, 9-11, 14 Unit 10, Lessons 5-7	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 5, Lesson 5</a>
	Students write clear and focused text.	What makes clear and effective writing?	Content for Writing	Opinion: Identify the topic and state an opinion.	topic opinion identify	Standard - CC.1.4.2.H Identify the topic and state an opinion.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	•Use key details to determine the main idea <i>LMZ</i> •Determine the topic and purpose of informational passages <i>Y2G</i> •Choose topic sentences for expository paragraphs <i>AQZ</i> •Complete the fact and opinion sentences <i>79N</i> •Identify an author's	K-12 OLS Grade 2 Literature Unit 4, Lessons 11, 12, 16 Unit 5, Lessons 2-6, 9-11, 14 Unit 10, Lessons 4-7	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 5, Lesson 5</a>
	Students write clear and focused text.	What makes clear and effective writing?	Content for Writing	Support the opinion with reasons that include details connected to the opinion.	support opinion reasons details connected	Standard - CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	•Select the detail that does not support the topic sentence <i>WXK</i> •Complete the opinion passage with an example <i>GF5</i> •Complete the opinion passage with a reason <i>SUN</i> •Complete the opinion-reason-example table <i>YRX</i>	OLS Grade 2 Literature Unit 4, Lesson 12 Unit 5, Lessons 2-6, 9-11, 14 Unit 10, Lessons 6, 7	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 5, Lesson 5</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write clear and focused text.	Why is it important to use concluding sentences in writing?	Recognize the importance of using an appropriate organizational pattern and use concluding sentences in writing	Create an organizational structure that includes reasons and includes a concluding statement.	organizational structure reasons concluding statement	Standard - CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Match each effect to its cause J68</li> <li>Match each cause to its effect X8Z</li> <li>Match problems with their solutions XEZ</li> <li>Select the detail that does not support the topic sentence WXX</li> <li>Use subordinating conjunctions VDJ</li> <li>Use linking words to complete a passage YJC</li> </ul>	<b>OLS Grade 2 Literature</b> Unit 4, Lesson 12 Unit 5, Lessons 2-6, 9-11, 14 Unit 10, Lessons 5-7	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 10, Lesson 7</a>
2	Students write for different audiences.	Who is the audience? What will work best for the audience?	<b>Writing Style</b>	Use a variety of words and phrases to appeal to the audience.	variety appeal audience	Standard - CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Revise the sentence using a stronger verb LZV</li> <li>Choose the synonym JJJX</li> <li>Choose the antonym 9Y4</li> <li>Find the words with related meanings C65</li> <li>Describe the difference between related words 54B</li> </ul>	<b>OLS Grade 2 Literature</b> Unit 5, Lessons 2-6	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 5, Lesson 2</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students use appropriate grammar in spoken and written communications.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	conventions standard proper nouns grammar usage punctuation apostrophe consult reference	Standard - CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	•Sort common and proper nouns <i>CK8</i> •Identify common and proper nouns <i>9SQ</i> •Capitalizing the names of people and pets <i>A2V</i> •Capitalizing days, months, and holidays <i>MXD</i> •Capitalizing the names of places and geographic features <i>6US</i> • <i>Commas with a series N74</i> • <i>Commas with dates PM9</i> • <i>Commas with the names of places FMY</i>	<b>OLS Grade 2 Literature</b> Unit 2, Lessons 10-13, 17 Unit 3, Lessons 9, 13 Unit 4, Lessons 5, 9 Unit 5, Lessons 2-6, 9 Unit 7, Lessons 11-13 Unit 10, Lessons 1, 2, 5-9, 11-14 Unit 11, Lessons 1-5	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 10, Lesson 13</a>
2	Students write to communicate.	How do writers write to communicate real or imaginary experiences and events?	Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.	Write narratives to develop real or imagined experiences or events.	Narrative develop real imagined experience event	Standard - CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		<b>K-12 OLS Grade 2 Literature</b> Unit 9, Lessons 1, 2, 7-16 Unit 10, Lesson 15	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 9, Lesson 1</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write with a focus.	How do writers establish a situation and introduce a narrator and characters?	Focus for Writing	Narrative: Establish a situation and introduce a narrator and/or characters.	Establish introduce situation narrator characters	Standard - CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Choose topic sentences for narrative paragraphs YME	K-12 OLS Grade 2 Literature Unit 9, Lessons 1, 2, 7-10	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 9, Lesson 1</a>
	Students effectively write content.	How do writers effectively and clearly describe characters' responses to situations?	Content for Writing	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	thoughts feelings describe experiences events response characters situations	Standard - CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1W Compare and contrast "text to self" by sorting pictures onto a Venn Diagram with teacher modeling. Proficiency Level 2: Emerging: 16.2.2-3.2W Compare and contrast "text to self" using words, drawings or short phrases with a partner. Proficiency Level 3: Developing: 16.2.2-3.3W Compare and contrast "text to self" using a variety of linking compare/contrast words (e.g. unlike; in common). Proficiency Level 4: Expanding: 16.2.2-3.4W Compare and contrast "text to self" in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame. Proficiency Level 5: Bridging: 16.2.2-3.5W Connect ideas in "text to self" compare/contrast essays using linking words and phrases (e.g. similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	Use actions and dialogue to understand characters ZDC Insert dialogue into a story EHM Distinguish characters' point of view Z77	K-12 OLS Grade 2 Literature Unit 9, Lessons 1, 2, 7-10, 15, 16	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 9, Lesson 2</a>
2	Students write clarity and focus.	Why is it important to organize events and provide a sense of closure in writing?	Recognize the importance of using an appropriate organizational pattern and use signal words in writing	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	Organize sequence events temporal signal order provide closure	Standard - CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Order events in a story 5YL Put the sentences in order 5SF Identify time-order words Y2J Use time-order words QDD Use subordinating conjunctions VDJ Use linking words to complete a passage YJC	K-12 OLS Grade 2 Literature Unit 9, Lessons 1, 2, 7-10, 15, 16	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 9, Lesson 2</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write for different purposes and audiences.	Who is the audience? What will work best for the audience?	Writing Style	Choose words and phrases for effect.	phrases	Standard - CC.1.4.2.Q Choose words and phrases for effect	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Choose the sensory details that match the picture HEE	<b>K-12 OLS Grade 2 Literature</b> Unit 9, Lessons 1, 2, 7-10	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 9, Lesson 2</a>
2	Students write clear and focused text to convey a well-defined perspective and appropriate content.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	conventions standard proper nouns grammar usage punctuation apostrophy consult reference	Standard - CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Sort common and proper nouns CK8</li> <li>Identify common and proper nouns 9SQ</li> <li>Capitalizing the names of people and pets A2V</li> <li>Capitalizing days, months, and holidays MXD</li> <li>Capitalizing the names of places and geographic features 6US</li> <li>Capitalization: review BR9</li> <li>Greetings and closings of letters ST2</li> <li>Commas with a series N74</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 9, Lessons 1, 2, 7-10 Unit 10, Lessons 1-3, 5-9, 11-15 Unit 11 Lessons 1-5 Unit 12, Lesson 20	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 9, Lesson 8</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	What makes clear and effective writing?	Production and Distribution of Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	topic focus strengthen revising editing	Standard - CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<ul style="list-style-type: none"> <li>Is it a complete sentence, a fragment, or a run-on? <i>LZP</i></li> <li>Identify and correct errors with plural and possessive nouns <i>VYS</i></li> <li>Commas: review <i>HA2</i></li> <li>Capitalization: review <i>BR9</i></li> <li>Select the detail that does not support the topic sentence <i>WXK</i></li> <li>Add descriptive details to sentences <i>V7X</i></li> <li>Revise the sentence using a stronger verb</li> </ul>	<b>K-12 OLS Grade 2 Literature</b> Unit 2, Lesson 10 Unit 3, Lesson 9	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being assessed.	<a href="#">Unit 2, Lesson 10</a>
	Students present with appropriate technological tools.	How does one best present findings?	Technology and Publication	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	digital tools	Standard - CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		<b>K-12 OLS Grade 2 Literature</b> Unit 3, Lessons 6, 9, 10 Unit 5, Lesson 7, 12, 13	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 5, Lesson 7</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students use appropriate content.	What does a reader look for and how can s/he find it?	Conducting Research	Participate in individual or shared research and writing projects	research	Standard - CC.1.4.2.V Participate in individual or shared research and writing projects.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS grade 2 Literature Unit 3 Lessons 6-10 Unit 11, Lesson 1-5, 7-16, 18, 19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 3, Lesson 8</a>
2	Students write clear and focused text to convey a well-defined perspective and appropriate content.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Recall information from experiences or gather information from provided sources to answer a question.	recall sources	Standard - CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 2, Lesson 8 Unit 3, Lessons 6, 7 Unit 9, Lessons 1-5, 8-10, 15 Unit 10, Lessons 4-7 Unit 11, Lesson 4, 5, 18	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 2, Lesson 8</a>
	Students write for different purposes and audiences.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.	routinely reflection revision single discipline	Standard - CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 1, Lesson 10 Unit 2, Lesson 18 Unit 3, Lessons 6, 9, 10, 12 Unit 4, Lesson 16 Unit 5, Lesson 15 Unit 6, Lesson 13 Unit 7, Lessons 3, 5, 6, 13 Unit 8, Lesson 10 Unit 9, Lesson 16 Unit 10, Lesson 15 Unit 11, Lesson 2-5, 7-10, 19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 7, Lesson 3</a>

2nd Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	What do good listeners do?	Collaborative Discussion	Participate in collaborative conversations with peers and adults in small and larger groups.	collaborative conversations	Standard - CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 4, Lesson 16 Unit 8, Lesson 10 Unit 9, Lesson 16	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 4, Lesson 16</a>
2	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	What do good listeners do?	Critical Listening	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media..	recount describe details information media	Standard - CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 4, Lessons 7, 11 Unit 5, Lesson 10	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 4, Lesson 11</a>
	Students listen critically.	What do good listeners do?	Evaluating Information	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	speaker clarify comprehension additional information deepen issue	Standard - CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 5, Lesson 15	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">The Fabled Life of Aesop (D) CC.1.5.2.C</a>

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	Students present appropriately in formal speaking situations.	How do task, purpose, and audience influence how speakers craft and deliver a message?	Purpose, Audience and Task	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	Relevant appropriate descriptive audibly coherent recount	Standard - CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lesson 6 Unit 2, Lesson 18 Unit 4, Lesson 14 Unit 9, Lessons 1-5 Unit 10 Lessons 8, 9 Unit 11, Lesson 19	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 6</a>
2	Students present appropriately in formal speaking situations.	How do task, purpose, and audience influence how speakers craft and deliver a message?	Context	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	produce appropriate situation provide clarification	Standard - CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		<b>K-12 OLS Grade 2 Literature</b> Unit 1, Lessons 3, 5 Unit 3, Lesson 4 Unit 6, Lesson 13	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">Unit 1, Lesson 3</a>
	Students present appropriately in formal speaking situations.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Add drawings or other visual displays to presentations when appropriate to clarify ideas, and feelings.	visual display presentation appropriate clarify	Standard - CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		<b>K-12 OLS Grade 2 Literature</b> Unit 5, Lessons 12, 13	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">The Fabled Life of Aesop</a> <a href="#">CC.1.5.2.F</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Vocabulary	Standard	English Language Development Standard	ELD Proficiency Levels	iXL Topic	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Students present appropriately in formal speaking situations.	How do task, purpose, and audience influence how speakers craft and deliver a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	demonstrate command conventions standard content	Standard - CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		K-12 OLS Grade 2 Literature Unit 4, Lesson 14 Unit 5, Lesson 12, 13	<b>Modifications for reading</b> - repeated readings, allow oral responses, stories/passages above instructional level may be read to him/her <b>Modifications for writing</b> - Model sentences with appropriate conventions, visual aides/graphic organizers to assist with writing, allow student to dictate/type assignments when writing format/conventions are not being	<a href="#">CC.1.5.2.G</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonics and Word Recognition	Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words.	Standard - CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Multi-Syllable Root Word	IXL -- EE. (1 - 3) Greek and Latin roots IXL -- C. (1 - 2) Multisyllabic words IXL -- DD. (1 - 12) Prefixes and suffixes IXL -- E. (1) Irregular words	OLS - Unit 4, Snowy Days, Lesson: 2 OLS - Unit 5, Ancient Greece, Lesson: 1 - 2 OLS - Unit 6, Myths, Lessons: 2 - 5 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 5; 12 OLS - Unit 11, Choice Reading Project, Lesson 1; 16 OLS - Unit 12, We the People, Lessons: 1 - 5	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.1.3.D - Unit 4 Lesson 2</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Fluency	Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard - CC.1.1.3.E Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank	IXL -- MM. (1 - 3) Context clues	OLS - Unit 1, Author Study, Lesson 9 OLS - Unit 2, Fables, Lessons: 3 - 6; 11 OLS - Unit 3, Folktales and Legends, Lessons: 2 - 3; 5; 10 - 13 OLS - Unit 4, Snowy Days, Lessons: 2 - 6; 9 OLS - Unit 5, Ancient Greece, Lessons: 2 - 6 OLS - Unit 6, Myths, Lessons: 2 - 6 OLS - Unit 8, What Do You Think?, Lessons: 1 - 5 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 10 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1 - 4; 6; 8 - 11; 16 OLS - Unit 11, Choice Reading Project, Lessons: 2 - 3; 6 - 15 OLS - Unit 12, We the People, Lessons: 1 - 6; 8 OLS - Unit 13, Lessons Learned, Lesson 4 - 11	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.1.3.E - Unit 5 Lesson 2</a> <a href="#">Standard CC.1.1.3.E - Unit 2 Lesson 1</a>
3	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Collaborative Discussion	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Standard - CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS - Unit 1, Author Study, Lesson 1; 5 OLS - Unit 5, Ancient Greece, Lesson: 4 OLS - Unit 12, We the People, Lesson: 11	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.A - Unit 1 Lesson 1</a>
3	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Critical Listening	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Standard - CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS: Unit 4, Snowy Days, Lesson: 15 OLS: Unit 8, What Do You Think?, Lesson: 13 OLS: Unit 11, Choice Reading Project, Lessons: 2 - 4; 16 OLS: Unit 12, We the People, Lesson: 5 - 6; 14 OLS: Unit 13, Lessons Learned, Lesson: 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.B - Unit 5 Lesson 4</a>
3	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Evaluating Information	Ask and answer questions about information from a speaker, offering appropriate detail.	Standard - CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS - Unit 5, Ancient Greece, Lesson: 4 OLS - Unit 13, Lessons Learned, Lesson: 3	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.C - Unit 5 Lesson 4</a>
3	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	Standard - CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS - Unit 11, Choice Reading Project, Lesson: 4 OLS - Unit 13, Lessons Learned, Lesson: 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.G - Unit 11 Lesson 4</a>
3	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Standard - CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS - Unit 1, Author Study, Lesson 1 OLS - Unit 2, Fables, Lessons: 2; 4; 6 OLS - Unit 3, Folktales and Legends, Lessons: 5; 11; 13 OLS - Unit 4, Snowy Days, Lesson: 9 OLS - Unit 5, Ancient Greece, Lesson: 6 OLS - Unit 6, Myths, Lessons: 2 - 6 OLS - Unit 8, What Do You Think?, Lesson: 3 OLS - Unit 9, The Tale of Despereaux, Lesson: 10 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 2; 4; 6; 9; 16 OLS - Unit 11, Choice Reading Project, Lessons: 2 - 4 OLS - Unit 12, We the People, Lesson: 6 OLS - Unit 13, Lessons Learned, Lessons: 1 - 3; 5; 7;	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.F - Unit 10 Lesson 2</a>
3	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? How do task, purpose, and	Purpose, Audience and Task	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Standard - CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Volume Pacing		OLS - Unit 4, Snowy Days, Lessons: 14 OLS - Unit 11, Choice Reading Project, Lessons: 3 - 4 OLS - Unit 12, We the People, Lesson: 1 Teacher supplied poem - "Twas the Night Before Thanksgiving" by Dav Pilkey	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.5.3.D - Pikey Poem</a>
		How do task, purpose, and			Standard - CC.1.5.3.E	PA ELD Standard 1: English language learners	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>				OLS - Unit 9, The Tale of Despereaux, Lessons: 9 - 10	In OLS:	<a href="#">Standard CC.1.5.3.E - Unit 12 Lesson 1</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	Effective speakers prepare and communicate messages to address the audience and purpose	How do speakers employ language and utilize resources to effectively communicate a message?	Context	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		Intentionally Blank	Task Clarification		OLS - Unit 10, Weather, Weather Everywhere, Lessons: 3; 8; 10 - 11 OLS - Unit 11, Choice Reading Project, Lesson: 4 OLS - Unit 12, We the People, Lessons: 1; 10; 13 OLS - Unit 13, Lessons Learned, Lessons: 2 - 3	-Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	
3	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Point of View	Explain the point of view of the author.	Standard - CC.1.2.3.D Explain the point of view of the author.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class. Proficiency Level 2: Emerging: 16.2.2-3.2L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads. Proficiency Level 3: Developing: 16.2.2-3.3L Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share. Proficiency Level 4: Expanding: 16.2.2-3.4L Answer questions about author's point of view after listening to a poem in a think-pair-share. Proficiency Level 5: Bridging: 16.2.2-3.5L Answer questions about author's point of view after listening to a poem.	E03.B-C.2.1.1 Explain the point of view from which a text is written.	Point of View First hand account Second hand account		OLS - Unit 8, What Do You Think?, Lessons: 1 - 6 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 11, Choice Reading Project, Lesson: 16 OLS - Unit 12, We the People, Lesson: 4	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.D- Unit 12 Lesson 4</a>
3	Effective readers use appropriate strategies to construct meaning.	What is this text really about?	Text Structure	Use text features and search tools to locate and interpret information.	Standard - CC.1.2.3.E Use text features and search tools to locate and interpret information.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Chronology Comparison Cause/Effect Problem/Solution	IXL - P. {1} Text features	OLS Unit 4, Snowy Days, Lesson: 5 OLS Unit 5, Ancient Greece, Lessons: 2 - 5 OLS Unit 10, Weather, Weather Everywhere, Lessons: 1 - 6; 8 - 9 OLS Unit 11, Choice Reading Project, Lesson 16 OLS Unit 12, We the People, Lessons: 5 - 6	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.E- Unit 12 Lesson 6</a>
3	An expanded vocabulary enhances one's ability to express ideas and information.	What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Standard - CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Intentionally Blank	IXL - KK. (1) Shades of meaning	OLS Unit 1, Author Study, Lessons: 2; 6 OLS Unit 2, Fables, Lessons: 1; 3-5; 12 - 13 OLS Unit 3, Folktales and Legends, Lessons: 2; 10 - 13 OLS Unit 4, Snowy Days, Lessons: 5 - 6; 15 OLS - Unit 6, Myths, Lessons: 2 - 5 OLS - Unit 8, What Do You Think?, Lesson: 1 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 10 OLS - Unit 13, Lessons Learned, Lesson: 4; 6; 9; 11	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.F- Unit 13 Lesson 9</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Use information gained from text features to demonstrate understanding of a text.	Standard - CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Text Features	IXL - P. {1} Text features	OLS - Unit 5, Ancient Greece, Lesson: 2 - 3 OLS - Unit 8, What Do You Think?, Lesson: 1	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.G- Unit 8 Lesson 1</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Describe how an author connects sentences and paragraphs in a text to support particular points.	Standard - CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Intentionally Blank		OLS - Unit 5, Ancient Greece, Lesson: 6 OLS - Unit 6, Myths, Lesson: 11 OLS - Unit 8, What Do You Think?, Lesson: 4 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1 - 3; 5 - 6; 8 - 9 OLS - Unit 11, Choice Reading Project, Lessons: 15 - 16	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.H- Unit 8 Lesson 4</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Analysis Across Texts	Compare and contrast the most important points and key details presented in two texts on the same topic.	Standard - CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	Intentionally Blank		OLS - Unit 1, Author Study, Lessons 5, 7 OLS - Unit 4, Snowy Days, Lesson 7 OLS - Unit 5, Ancient Greece, Lessons: 2 - 3 OLS - Unit 8, What Do You Think?, Lessons: 3; 6 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 11, Choice Reading Project, Lessons: 15 - 16 OLS - Unit 12, We the People, Lesson: 4 - 6	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.I- Unit 5 Lesson 2</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard - CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Recount		OLS - Unit 4, Snowy Days, Lessons: 4 - 5; 9; 15 OLS - Unit 8, What Do You Think?, Lessons: 1 - 5 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 10, Weather, Weather Everywhere, Lesson: 3 - 6; 8 - 11 OLS - Unit 12, We the People, Lessons: 1 - 3; 6 OLS - Unit 13, Lessons Learned, Lesson: 14	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.A- Unit 5 Lesson 5</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?			Standard - CC.1.2.3.B	PA ELD Standard 1: English language learners	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.B-K.1.1.1 Answer questions to demonstrate			OLS - Unit 2, Fables, Lessons: 3.	In OLS:	<a href="#">Standard CC.1.2.3.B- Unit 5 Lesson 4</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	create meaning from informational and literary text? What is this text really? How does interaction with text provoke thinking and response?	Text Analysis	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		understanding of a text, referring explicitly to the text as the basis for the answers.	Inferences	IXL - M. (3) Inference	OLS - Unit 4, Snowy Days, Lessons: 2 - 3; 9 OLS - Unit 5, Ancient Greece, Lesson 4 - 6; 13 OLS - Unit 8, What Do You Think?, Lessons: 1 - 3 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1; 3; 8; 10 - 11 OLS - Unit 11, Choice Reading Project, Lesson: 16 OLS - Unit 12, We the People, Lessons: 1 - 3; 6 OLS - Unit 13, Lessons Learned, Lesson: 14	-Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Standard - CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03-B-V.4.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Sequence	IXL - I. (4) Match causes with effects	OLS - Unit 4, Snowy Days, Lesson: 3; 7; 9; 15 OLS - Unit 5, Ancient Greece, Lessons: 4; 6; 13 OLS - Unit 6, Myths, Lesson: 11 OLS - Unit 9, TheTale of Despereaux, Lesson 18 OLS - Unit 10, Weather Weather Everywhere, Lesson: 5 - 6; 10 - 11 OLS- Unit 11, Choice Reading Project, Lesson 16	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.C - Unit 4 Lesson 3</a>
3	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? How do readers know how what readers' read influence how they should read it? How does a readers' purpose influence how they should read it?	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Standard - CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Informational Text	IXL - T. (1-4) Informational texts: level 1 IXL - U. (1-4) Informational texts: level 2	OLS - Unit 1, Author Study, Lesson 2 OLS - Unit 2, Fables, Lesson: 5 OLS - Unit 4, Snowy Days, Lessons: 2 - 6 OLS - Unit 5, Ancient Greece, Lesson 2 - 5 OLS - Unit 8, What Do You Think?, Lessons: 1 - 2; 4 - 5 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1; 3; 8; 10 - 11 OLS - Unit 12, We the People, Lessons: 1 - 5	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.L - Unit 1 Lesson 2</a>
3	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Standard - CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03-B-V.4.1.1 Determine or clarify the meaning of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Intentionally Blank	IXL - DD. - NN. Vocabulary	OLS - Unit 2, Fables, Lessons: 1; 5 OLS - Unit 3, Folktales and Legends, Lesson: 1 OLS - Unit 4, Snowy Days, Lessons: 2 - 5; 15 OLS - Unit 5, Ancient Greece, Lesson: 2 - 5; 13 OLS - Unit 11, Choice Reading Project, Lesson: 16	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.J - Unit 5 Lesson 5</a>
3	Effective readers use appropriate strategies to construct meaning. An expanded vocabulary	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Standard - CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1R Match pictures of multiple meaning words (e.g. fly-insect, fly-verb) to print with teacher monitoring. Proficiency Level 2: Emerging: 16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g. I saw a bat; I hit the ball with a bat). Proficiency Level 3: Developing: 16.2.2-3.3R Point to the multiple meaning word using context clues in a sentences with a partner. Proficiency Level 4: Expanding: 16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g. context clues, dictionary) with a partner. Proficiency Level 5: Bridging: 16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies	E03-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Intentionally Blank	IXL - DD. - NN. Vocabulary	OLS - Unit 3, Folktales and Legends, Lesson: 1 OLS - Unit 5, Ancient Greece, Lesson: 1 OLS - Unit 6, Myths, Lesson: 1 OLS - Unit 9, The Tale of Despereaux, Lesson: 12 OLS - Unit 10, Weather, Weather Everywhere, Lesson: 12 OLS - Unit 11, Reader's Choice Project, Lesson: 1 OLS - Unit 12, We the People, Lesson: 8 OLS - Unit 13, Lessons Learned, Lesson: 8	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.K - Unit 3 Lesson 1</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Point of View	Explain the point of view of the author.	Standard - CC.1.3.3.D Explain the point of view of the author.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03-A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.	Intentionally Blank		OLS - Unit 4, Snowy Days, Lessons: 6 OLS - Unit 11, Choice Reading Project, Lesson 16 OLS - Unit 13, Lessons Learned, Lesson 9	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.3.3.D - Unit 4 Lesson 6</a>
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers read influence how they should read?	Text Structure	Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03-A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: "Story" means narration of events told through the text types of story, drama, or poem.	Intentionally Blank		OLS - Unit 3, Folktales and Legends, Lessons: 3, 5 OLS - Unit 4, Snowy Days, Lesson 15 OLS - Unit 9, The Tale of Despereaux, Lessons: 1; 4 OLS - Unit 10, Weather, Weather Everywhere, Poetry, Lessons: 13 - 16 OLS - Unit 13, Lessons Learned, Lesson: 11 - 12; 14	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.3.3.E - Unit 3 Lesson 3</a>
3	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Standard - CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1R Match pictures of multiple meaning words (e.g. fly-insect; fly-verb) to print with teacher monitoring. Proficiency Level 2: Emerging: 16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g. I saw a bat; I hit the ball with a bat). Proficiency Level 3: Developing: 16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner. Proficiency Level 4: Expanding: 16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g. context clues, dictionary) with a partner. Proficiency Level 5: Bridging: 16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g. context clues, dictionary).	E03-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Connotation Denotation Literal Non-literal	IXL - KK. (3) Positive and negative connotation	OLS - Unit 3, Folktales and Legends, Lessons: 3; 10; 12 OLS - Unit 4, Snowy Days, Lessons: 2 - 4 OLS - Unit 5, Ancient Greece, Lesson: 2 - 4 OLS - Unit 8, What Do You Think?, Lessons: 1 - 2; 4 - 5 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1; 3; 5; 8; 10 - 11; 13 - 15 OLS - Unit 12, We the People, Lessons: 1 - 3	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.2.3.F - Unit 4 Lesson 4</a>
	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively	How do strategic readers create meaning from informational and literary text? What is this text really		Compare and contrast the themes, settings,	Standard - CC.1.3.3.H Compare and contrast the themes, settings,	PA ELD Standard 1: English language learners communicate in English for <b>Social and</b>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03-A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same				In OLS: -Option to have text read aloud,	<a href="#">Standard CC.1.3.3.H - Unit 3 Lesson 5</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Text Analysis	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).	and plots of stories written by the same author about the same or similar characters.	<b>Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		author about the same or similar characters (e.g., in books from a series). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Theme	IXL - G. (1) Theme	OLS - Unit 1, Author Study, Lessons 4, 7 - 8; 15 OLS - Unit 2, Fables, Lessons: 5; 13 OLS - Unit 3, Folktales and Legends, Lessons: 4 - 5 OLS - Unit 4, Snowy Days, Lesson 7 OLS - Unit 6, Myths, Lessons: 2 - 3; 5 - 6	Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Sources of Information	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, including mood, character traits, or setting.	Standard - CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	CanDo-KeyUses-Gr-2-3.pdf	Intentionally Blank	Mood Character Traits	IXL - AA. (2) Character traits	OLS - Unit 1, Author Study, Lessons: 2, 5, 15 OLS - Unit 2, Fables, Lesson: 13 OLS - Unit 4, Snowy Days, Lessons: 6; 9 OLS - Unit 5, Ancient Greece, Lesson: 13 OLS - Unit 9, The Tale of Despereaux, Lesson: 3; 10	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.G - Unit 4 Lesson 6
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about?	Theme	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Standard - CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	CanDo-KeyUses-Gr-2-3.pdf	E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Convey Literary	IXL - G. (1) Theme	OLS - Unit 1, Author Study, Lessons 3, 4; 15 OLS - Unit 2, Fables, Lessons: 1-6; 13 OLS - Unit 3, Folktales and Legends, Lessons: 3; 5; 10 13 OLS - Unit 5, Ancient Greece, Lesson: 13 OLS - Unit 6, Myths, Lessons: 2 - 6 OLS - Unit 9, The Tale of Despereaux, Lesson: 9 - 10; 18 OLS - Unit 13, Lessons Learned, Lessons: 4 - 7; 9 - 12; 14	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.A - Unit 2 Lesson 1
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers ask and answer questions about the text and make inferences from text, referring to text to support responses?	Text Analysis	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Standard - CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	CanDo-KeyUses-Gr-2-3.pdf	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Infer Inferences Support	IXL - M. (B) Inference	OLS - Unit 1, Author Study, Lesson 15 OLS - Unit 2, Fables, Lessons: 3 - 4; 13 OLS - Unit 3, Folktales and Legends, Lessons: 10; 12 OLS - Unit 5, Ancient Greece, Lessons: 4 - 5 OLS - Unit 6, Myths, Lessons: 5 - 6 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 2; 4; 18 OLS - Unit 10, Weather, Weather Everywhere, Poetry, Lessons: 13; 15 - 16 OLS - Unit 11, Choice Reading Project, Lesson: 6 - 15 OLS - Unit 13, Lessons Learned, Lessons: 6; 14	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.B - Unit 1 Lesson 8
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers describe characters in a story and explain how their actions contribute to the sequence of events? What is this text really about?	Literary Elements	Describe characters in a story and explain how their actions contribute to the sequence of events.	Standard - CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.15 Identify how a character feels by selecting labeled pictures showing emotion. Proficiency Level 2: Emerging: 16.2.2-3.25 Answer WH- questions about character traits from a story using pictures (e.g. angry, sad, scared) with teacher modeling. Proficiency Level 3: Developing: 16.2.2-3.35 Respond to questions in phrases or short sentences about the traits of the main character using sentence starters with a partner and a list of character traits. Proficiency Level 4: Expanding: 16.2.2-3.45 Discuss the traits of a character using specific and some technical language using a list of character traits with a partner. Proficiency Level 5: Bridging: 16.2.2-3.55 Respond to questions in phrases or short sentences about the traits of the main character using sentence starters with a partner and a list of character traits.	E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.	Intentionally Blank	OLS - Unit 1, Author Study, Lessons: 8; 15 OLS - Unit 2, Fables, Lessons: 1 - 6; 13 OLS - Unit 3, Folktales and Legends, Lessons: 2; 5; 10 13 OLS - Unit 4, Snowy Days, Lessons: 15 OLS - Unit 6, Myths, Lessons: 4; 6 OLS - Unit 9, The Tale of Despereaux, Lesson: 1; 6; 10; 18 OLS - Unit 11, Choice Reading Project, Lesson: 6 - 16 OLS - Unit 13, Lessons Learned, Lessons: 4 - 7; 9 - 12; 14	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.C - Unit 2 Lesson Review	
3	Effective readers use appropriate strategies to construct meaning.	How do strategic readers read and comprehend literary fiction on grade level, reading independently and proficiently? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers'?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Standard - CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	CanDo-KeyUses-Gr-2-3.pdf	Intentionally Blank	Literary fiction		OLS - Unit 1, Author Study Lesson 15 OLS - Unit 2, Fables, Lessons: 1; 3 - 5 OLS - Unit 3, Folktales and Legends, Lessons: 2 - 3; 10; 12 OLS - Unit 4, Snowy Days, Lessons: 2 - 7 OLS - Unit 5, Ancient Greece, Lessons: 2 - 5 OLS - Unit 6, Myths, Lessons: 2 - 5 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 9 OLS - Unit 10, Weather, Weather Everywhere,	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.K - Unit 4 Lesson 5
3	An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers learn new words? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on a range of strategies and tools.	Standard - CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1R Match pictures of multiple meaning words (e.g. fly-insect; fly-verb) to print with teacher monitoring. Proficiency Level 2: Emerging: 16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g. I saw a bat. I hit the ball with a bat). Proficiency Level 3: Developing: 16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner. Proficiency Level 4: Expanding: 16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g. context clues, dictionary) with a partner. Proficiency Level 5: Bridging: 16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g. context clues, dictionary).	E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Intentionally Blank	IXL - DD. - NN. Vocabulary	OLS - Unit 1, Author Study, Lesson 9 OLS - Unit 3, Folktales and Legends, Lesson: 1 OLS - Unit 5, Ancient Greece, Lesson: 1 OLS - Unit 6, Myths, Lesson: 1 OLS - Unit 9, The Tale of Despereaux, Lesson: 12 OLS - Unit 10, Weather, Weather Everywhere, Lesson: 12 OLS - Unit 11, Choice Reading Project, Lesson: 1 OLS - Unit 12, We the People, Lesson: 8 OLS - Unit 13, Lessons Learned, Lesson: 8	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.3.3.I - Unit 11 Lesson 1
3	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Standard - CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	CanDo-KeyUses-Gr-2-3.pdf	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., company, companion). E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word	Intentionally Blank	IXL - DD. - NN. Vocabulary	OLS - Unit 5, Ancient Greece, Lessons 5; 13 Lesson: 12 OLS - Unit 12, We the People, Lessons: 8	In OLS: Option to have text read aloud. Highlight and define any word button. Translate option available for 64 different languages. Settings to alter voice speed. Highlight tool available in several colors. Focus option to shade page except for a narrow strip.	Standard CC.1.2.3.J - Unit 5 Lesson 13

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.	Standard - CC.1.4.3.B Identify and introduce the topic. Standard - CC.1.4.3.H Introduce the topic and state an opinion on the topic. Standard - CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Intentionally Blank	IXL - Z. (1 - 6) Opinion Writing	OLS - Unit 1, Author Study, Lesson 11 - 14 OLS - Unit 2, Fables, Lessons: 8 - 11; 13 OLS - Unit 3, Folktales and Legends, Lessons: 6 - 8; 14 OLS - Unit 4, Snowy Days, Lessons: 8, 11 - 12; 14 OLS - Unit 5, Ancient Greece, Lessons: 8 - 13 OLS - Unit 6, Myths, Lessons: 8 OLS - Unit 8, What Do You Think?, Lessons: 8 - 11 OLS - Unit 9, The Tale of Despereaux, Lessons: 13 - 17 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 17-20 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 2 - 3	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.B- Unit 1 Lesson 13</a>
3	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Content for Writing	Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.	Standard - CC.1.4.3.C Standard - CC.1.4.3.I Standard - CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.C.1.1.2 Provide reasons that support the opinion E03.C.1.2.2 Develop the topic with facts, definition E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Dialogue	IXL - Z. (1 - 6) Opinion Writing	OLS - Unit 1, Author Study, Lesson 11-14 OLS - Unit 2, Fables, Lessons: 8 - 11; 13 OLS - Unit 3, Folktales and Legends, Lessons: 6 - 8; 14 OLS - Unit 4, Intro to Snowy Days, Lessons: 8, 11 - 15 OLS - Unit 5, Ancient Greece, Lessons: 8 - 13 OLS - Unit 6, Myths, Lesson: 8; 11 OLS - Unit 8, What Do You Think?, Lessons: 8 -12 OLS - Unit 9, The Tale of Despereaux, Lessons: 13 - 17 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 17-20 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 2 -	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.:	<a href="#">Standard CC.1.4.3.O- Unit 1 Lesson 12</a>
3	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Standard - CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Standard - CC.1.4.3.J Standard - CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	Standard Area - ELD 16.2.2-3 Proficiency Level 1: Entering: 16.2.2-3.1W Compare and contrast "text to self" by sorting pictures onto a Venn Diagram with teacher modeling. Proficiency Level 2: Emerging: 16.2.2-3.2W Compare and contrast "text to self" using words, drawings or short phrases with a partner. Proficiency Level 3: Developing: 16.2.2-3.3W Compare and contrast "text to self" using a variety of linking compare/contrast words (e.g. unlike, in common). Proficiency Level 4: Expanding: 16.2.2-3.4W Compare and contrast "text to self" in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame. Proficiency Level 5: Bridging: 16.2.2-3.5W Connect ideas in "text to self" compare/contrast essays using linking words and phrases (e.g. similar to, in common, unlike) using a word bank and a pre-completed Venn diagram organizer.	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose. E03.C.1.2.3 Use linking words and phrases (e.g., E03.C.1.2.4 Provide a concluding statement or E03.C.1.1.1 Introduce the topic or text for the E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or E03.C.1.3.3 Use temporal words and phrases to signal event order. E03.C.1.3.4 Provide a sense of closure.	Intentionally Blank	IXL - Z. (1 - 6) Opinion Writing	OLS - Unit 1, Author Study, Lesson 11 - 14 OLS - Unit 2, Fables, Lessons: 8 - 11 OLS - Unit 3, Folktales and Legends, Lessons: 6 - 8; 14 OLS - Unit 4, Snowy Days, Lessons: 8, 11; 13 - 14 OLS - Unit 5, Ancient Greece, Lessons: 8 - 12 OLS - Unit 6, Myths, Lesson: 8; 10 - 11 OLS - Unit 8, What Do You Think?, Lessons: 8 - 11 OLS - Unit 9, The Tale of Despereaux, Lessons: 13 - 17 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 17-20 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 2 - 3	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.P- Unit 1 Lesson 11</a>
3	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Informational: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.	Standard - CC.1.4.3.E Choose words and phrases for effect. Standard - CC.1.4.3.K Standard - CC.1.4.3.Q Choose words and phrases for effect.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.D.2.1.1 Choose words and phrases for effect. E03.D.1.1.9 Produce simple, compound, and complex sentences. E03.D.2.1.1 Choose words and phrases for effect.	Intentionally Blank	IXL - Z. (1 - 6) Opinion Writing	OLS - Unit 1, Author Study, Lesson 5 OLS - Unit 2, Fables, Lessons: 10 - 11 OLS - Unit 3, Folktales and Legends, Lessons: 6 - 8; 14 OLS - Unit 5, Ancient Greece, Lessons: 8 - 13 OLS - Unit 6, Myths, Lesson: 11 OLS - Unit 8, What Do You Think?, Lessons: 8 - 10; 12 OLS - Unit 9, The Tale of Despereaux, Lessons: 13 - 17 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 17-20 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 10 OLS - Unit 13, Lessons Learned, Lesson: 14	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.Q- Unit 1 Work Day</a>
3	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Standard - CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		Intentionally Blank	Intentionally Blank		OLS - Unit 1, Author Study, Lessons: 9, 11 - 13 OLS - Unit 2, Fables, Lessons: 10 - 12 OLS - Unit 3, Folktales and Legends, Lesson: 1 OLS - Unit 4, Snowy Days, Lessons: 1; 11 - 13 OLS - Unit 5, Ancient Greece, Lessons: 1; 8 - 13 OLS - Unit 6, Myths, Lesson: 1; 8 OLS - Unit 6, What Do You Think?, Lessons: 8 - 12 OLS - Unit 9, The Tale of Despereaux, Lessons: 12; 15 - 16 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 12 - 15; 17; 20 OLS - Unit 11, Reader's Choice Project, Lesson: 1; 6 - 7 OLS - Unit 12, We the People, Lessons: 2 - 3; 8 OLS - Unit 13, Lessons Learned, Lesson: 8	In OLS: -Option to have text read aloud, -Highlight and define any word button, -Translate option available for 64 different languages, -Settings to alter voice speed, -Highlight tool available in several colors, -Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.X- Unit 10 Lesson 14</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, and editing.	Standard - CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank		OLS - Unit 1, Author Study, Lessons: 6, 8, 11 - 12; 14 OLS - Unit 2, Fables, Lessons: 9 OLS - Unit 3, Folktales and Legends, Lessons: 6 - 7; 14 OLS - Unit 4, Snowy Days, Lessons: 7; 11 OLS - Unit 5, Ancient Greece, Lessons: 8 - 13 OLS - Unit 6, Myths, Lessons: 8 - 9; 11 OLS - Unit 8, What Do You Think?, Lessons: 8 - 10 OLS - Unit 9, The Tale of Despereaux, Lesson: 13 - 14 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 13 - 18; 20 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 1 - 3; 9 OLS - Unit 13, Lessons Learned, Lessons: 2; 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.T-Unit 10 Lesson 13</a>
3	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard - CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.L CC.1.4.3.R	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.D.1.1.3 Use abstract nouns (e.g., childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences.	Abstract nouns Regular verbs Irregular verbs Antecedents Comparative adjectives Superlative adjectives Comparative adverbs Superlative adverbs Coordinating conjunctions Subordinating conjunctions Simple sentences Compound sentences Complex sentences	OLS - Unit 1, Author Study, Lesson: 11 - 14 OLS - Unit 2, Fables, Lessons: 1 - 6; 8 - 11 OLS - Unit 3, Folktales and Legends, Lessons: 2 - 5; 10 - 13 OLS - Unit 4, Snowy Days, Lessons: 2 - 9; 11 - 13; 14 OLS - Unit 5, Ancient Greece, Lessons: 2 - 6; 8 - 13 OLS - Unit 6, Myths, Lessons: 2 - 6; 9; 11 OLS - Unit 8, What Do You Think?, Lessons: 1 - 6; 8 - 11 OLS - Unit 9, The Tale of Despereaux, Lessons: 1 - 10; 13 - 17 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1 - 6; 8 - 11; 13 - 18; 20 OLS - Unit 11, Choice Reading Project, Lessons: 2 - 4; 6 - 15 OLS - Unit 12, We the People, Lessons: 1 - 5; 9 - 13 OLS - Unit 13, Lessons Learned, Lesson: 4 - 7; 9 - 12; 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.F-Unit 10 Lesson 15</a>	
3	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Response to Literature	Draw evidence from text to support analysis, reflection, and research.	Standard - CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Standard - CC.1.4.3.G Write opinion pieces on familiar topics or texts. Standard - CC.1.4.3.H Introduce the topic and state an opinion on the topic. Standard - CC.1.4.3.I Support an opinion with reasons.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank	OLS - Unit 4, Snowy Days, Lessons: 2 - 3; 7; 9; 15 OLS - Unit 5, Ancient Greece, Lessons: 2 - 6; 13 OLS - Unit 6, Myths, Lesson: 2; 11 OLS - Unit 8, What Do You Think?, Lessons: 1; 3 - 4; 6 OLS - Unit 9, The Tale of Despereaux, Lesson: 18 OLS - Unit 10, Weather, Weather Everywhere, Lessons: 1 - 3; 5; 8 - 9 OLS - Unit 11, Choice Reading Project, Lesson: 15 OLS - Unit 12, We the People, Lessons: 3; 6	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.S-Unit 10 Lesson 1</a>	
3	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings? What does a reader look for and how can s/he find it? How does a reader know a source can be trusted?	Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources	Use technology to produce and publish writing. Conduct short research projects. Gather information from print and digital sources.	Standard - CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Standard - CC.1.4.3.V Conduct short research projects that build knowledge about a topic. Standard - CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> . PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> . PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a> <a href="#">CanDo-KeyUses-Gr-2-3.pdf</a> <a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Intentionally Blank	Intentionally Blank	OLS - Unit 3, Folktales and Legends, Lessons: 7 - 8 OLS - Unit 5, Ancient Greece, Lessons: 9 OLS - Unit 6, Myths, Lessons: 9 - 10 OLS - Unit 10, Weather, Weather Everywhere, Lesson: 18 - 19 OLS - Unit 12, We the People, Lesson: 3 - 4 OLS - Unit 13, Lessons Learned, Lessons: 3 OLS - Unit 5, Ancient Greece, Lessons: 8 - 12 OLS - Unit 6, Myths, Lessons: 8 - 10 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 9 - 13 OLS - Unit 13, Lessons Learned, Lessons: 1 - 3 OLS - Unit 5, Ancient Greece, Lessons: 9 - 12 OLS - Unit 9, The Tale of Despereaux, Lesson: 14 OLS - Unit 11, Choice Reading Project, Lessons: 6 - 15 OLS - Unit 12, We the People, Lessons: 10 - 13	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard CC.1.4.3.U-V-Unit 12 Lesson 4</a>	

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List	
4 (Foundational Skills)	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonics and Word Recognition	Use combined knowledge of all letter-sound correspondences, syllabification, patterns, and morphology to read accurately unfamiliar multi-syllabic words.	Standard - CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology to read accurately unfamiliar multisyllabic words.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyJen-Gr-4-5.pdf</a>	NA	Syllabification Morphology	<a href="#">Proflex and suffixes</a> Identify base words	Unit 2, Lessons 1 - 4; 12 - 14 Unit 4, Lessons 4; 9 Unit 5, Lesson 10 Unit 6, Lessons 5; 13 Unit 8, Lesson 7 Unit 9, Lesson 10 Unit 10, Lessons 2, 4, 6, 12 - 13; 15 Unit 11, Lessons 5, 7, 10, 12, 14 Unit 12, Lesson 12 Unit 13, Lessons 6, 8, 10, 12	Modifications in OLS: Option to have text read aloud, Highlight and define any word button, Translate option available for 64 different languages, Settings to alter voice speed, Highlight tool available in several colors, Focus option to shade page except for a narrow strip.	<a href="#">1.2.22 4th Gr. ELA Tufanello.pdf</a>	
			Fluency	Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard - CC.1.1.4.E Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyJen-Gr-4-5.pdf</a>	NA		<a href="#">Context clues</a> Find words using context	Unit 1, Lesson 1 Unit 2, Lessons 1 - 4; 11 - 14 Unit 3, Lessons 1 - 8 Unit 4, Lessons 1 - 4; 6 - 10 Unit 5, Lessons 1 - 10; 13 - 17 Unit 6, Lessons 2 - 5; 7 - 11; 13 Unit 8, Lessons 2 - 4; 7; 9 - 12 Unit 9, Lessons 2 - 10; 13 - 17 Unit 10, Lessons 1 - 8; 12 - 15 Unit 11, Lessons 1 - 7; 9 - 12; 14 Unit 12, Lessons 3 - 6; 8 - 12 Unit 13, Lessons 1 - 2; 5 - 12		<a href="#">1.2.22 4th Gr. ELA Tufanello.pdf</a>	
4 (Listening and Speaking / Comprehension and Collaboration)	Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Collaborative Discussion	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Standard - CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.3L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner. Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling. Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion. Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion. Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g. What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner. Proficiency Level 3: Developing: 16.2.4-5.3S	NA					<a href="#">5.19.22 4th Gr. ELA Tufanello.pdf</a>	
			Critical Listening	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Standard - CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyJen-Gr-4-5.pdf</a>	NA				Unit 2, Lesson 13 Unit 6, Lessons 2 - 5		<a href="#">5.13.22 4th Gr. ELA Tufanello.pdf</a>
			Evaluating Information	Identify the reasons and evidence a speaker provides to support particular points.	Standard - CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner. Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling. Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion. Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion. Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g. What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner. Proficiency Level 3: Developing: 16.2.4-5.3S	NA				Unit 11, Lesson 1		<a href="#">1.5.23 4th Gr. BOOST Tufanello.pdf</a>
4 (Listening and Speaking / Conventions of Standard English)	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	Standard - CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyJen-Gr-4-5.pdf</a>	NA			Unit 11, Lesson 3		<a href="#">5.17.22 4th Gr. ELA LAB Tufanello.pdf</a>	

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	QIS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List
4 (Listening and Speaking / Presentation of Knowledge and Ideas)	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Standard - CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner. Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling. Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion. Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion. Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text: illustrations (e.g. What animal is carrying the books? with teacher prompting. My Librarian is a Camel by Margaret Ruurs Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner. Proficiency Level 3: Developing: 16.2.4-5.3S	NA			Unit 11, Lessons 1 - 3 Unit 12, Lessons 3 - 6 Unit 13, Lessons 1 - 3		
			Context	Differentiate between contexts that require formal English versus informal situations.	Standard - CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA			Unit 11, Lessons 1 - 3		
4 (Reading Informational Text / Craft and Structure)	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Point of View	Compare and contrast an event or topic told from two different points of view.	Standard - CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Point of view/Identify the narrative point	Unit 3, Lessons 7 - 8 Unit 5, Lessons 10; 18 Unit 8, Lessons 6 - 7 Unit 10, Lesson 16		<a href="#">4-23 4th Gr. ELA Tufarelli.pdf</a>
			Text Structure	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Standard - CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	Text structure/Determine the order of e	Unit 2, Lesson 13		<a href="#">10-27-22 4th Gr. ELA Tufarelli.pdf</a>	
	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Standard - CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., -tegrity, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.  E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Idioms and adages/Determine the mean	Unit 2, Lessons 13; 15 Unit 4, Lessons 1 - 4; 6 - 13 Unit 5, Lesson 16 Unit 8, Lesson 2; 7 Unit 11, Lessons 6, 9, 11 Unit 12, Lessons 8 - 10; 13	Teacher Supplementation: Growth Mindset Lesson		<a href="#">4-26-22 4th Gr. ELA Tufarelli.pdf</a>		
	Diverse Media	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Standard - CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	Digital Sources	Unit 2, Lessons 2; 12 Unit 11, Lessons 6 - 7; 9 - 10; 16 Unit 12, Lesson 9	Teacher supplementation: Thanksgiving Day Parade History		<a href="#">11-17-22 4th Gr. Activity Day Tufarelli.pdf</a>		
4 (Reading Informational Text / Integration of Knowledge and Ideas)	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Explain how an author uses evidence to support particular points in a text.	Standard - CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.			Unit 2, Lessons 11; 15		<a href="#">4-9-23 4th Gr. ELA Tufarelli.pdf</a>
			Analysis Across Texts	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Standard - CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.  E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.			Unit 4, Lessons 7 - 9 Unit 9, Lesson 18		<a href="#">10-18-22 4th Gr. ELA Tufarelli.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	QIS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List	
4 (Reading Informational Text / Key Ideas and Details)	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard - CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Recount	<a href="#">Main Idea</a> Use key details to determine the main idea of a text.	Unit 2, Lessons 1 - 4; 11 - 15 Unit 4, Lessons 1 - 4; 6 - 9; 15 Unit 9, Lesson 18 Unit 11, Lessons 13 - 14; 16 Unit 12, Lesson 13		<a href="#">3.31.23 4th Gr. ELA Tufarelli.pdf</a>	
			Text Analysis	Refer to details and examples in text to support what the text says explicitly and make inferences.	Standard - CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Explicit	<a href="#">Inference</a> Use actions and dialogue to understand characters.	Unit 2, Lesson 15 Unit 4, Lessons 1 - 4; 6 - 9; 15		<a href="#">11.22.22 4th Gr. ELA Tufarelli.pdf</a>	
			Text Analysis	Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Standard - CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.				Unit 2, Lessons 1 - 4; 13 - 14 Unit 4, Lessons 6 - 9; 15 Unit 11, Lesson 13 Unit 12, Lessons 9, 11		<a href="#">1.17.23 4th Gr. ELA Tufarelli.pdf</a>
			Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard - CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Recount	<a href="#">Main Idea</a> Use key details to determine the main idea of a text.		Unit 2, Lessons 1 - 4; 11 - 15 Unit 4, Lessons 1 - 4; 6 - 9; 15 Unit 11, Lessons 13 - 14; 16 Unit 12, Lesson 13		<a href="#">4.24.23 4th Gr. ELA Tufarelli.pdf</a>
			Text Analysis	Refer to details and examples in text to support what the text says explicitly and make inferences.	Standard - CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Explicit	<a href="#">Inference</a> Use actions and dialogue to understand characters.		Unit 2, Lesson 15 Unit 4, Lessons 1 - 4; 6 - 9; 15		<a href="#">1.17.23 4th Gr. ELA Tufarelli.pdf</a>
			Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response? How does interaction with text provoke thinking and response?	How does interaction with text provoke thinking and response? What is this text really about? How does interaction with text provoke thinking and response?								Unit 2, Lesson 15 Unit 4, Lessons 1 - 4; 6 - 9; 15 Unit 9, Lesson 18 Unit 11, Lesson 13 Unit 12, Lesson 13	
4 (Reading Informational Text / Range of Reading)	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how they should read?	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Standard - CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	NA		<a href="#">Informational texts: level 3</a> Read about	Unit 1, Lesson 1 Unit 2, Lessons 1 - 4; 11 - 15 Unit 3, Lessons 5 - 8 Unit 4, Lessons 1 - 3; 6 - 13 Unit 5, Lessons 1 - 10; 14 - 16; 18 Unit 6, Lessons 2 - 5; 10 - 13 Unit 8, Lessons 2 - 4; 7 Unit 10, Lessons 1 - 5; 12 Unit 11, Lessons 4 - 6; 9; 11 Unit 12, Lessons 8 - 11 Unit 13, Lessons 5, 7		<a href="#">10.24.22 4th Gr. ELA LAB Tufarelli.pdf</a>	
			Vocabulary Acquisition and Use	Acquire and use accurately conversational, general academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Standard - CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.			Unit 1, Lesson 1 Unit 2, Lessons 1 - 4; 10, 15 Unit 3, Lessons 4; 10 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13 Unit 12, Lesson 8		<a href="#">11.22.22 4th Gr. ELA Tufarelli.pdf</a>	
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Standard - CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.					Unit 1, Lesson 1 Unit 2, Lessons 1 - 4; 10, 15 Unit 3, Lessons 4; 10 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13		<a href="#">16.23 4th Gr. ELA Tufarelli.pdf</a>
4 (Reading Informational Text / Vocabulary Acquisition and Use)	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? How do strategic readers create meaning from informational and literary text? What strategies and resources do I use to figure out unknown vocabulary? How do strategic readers create meaning from informational and literary text? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately conversational, general academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Standard - CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.			Unit 1, Lessons 12 - 13 Unit 2, Lessons 1 - 4; 10, 15 Unit 3, Lessons 4; 10 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13		<a href="#">10.25.22 4th Gr. ELA Tufarelli.pdf</a>	
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Standard - CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Demonstrate understanding of words by relating them to their antonyms and synonyms.				Unit 1, Lessons 12 - 13 Unit 2, Lessons 1 - 4; 10, 15 Unit 3, Lessons 4; 10 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13		<a href="#">10.25.22 4th Gr. ELA Tufarelli.pdf</a>	
			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Standard - CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyIdea-Gr-4-5.pdf</a>	E04-B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.					Unit 1, Lessons 12 - 13 Unit 2, Lessons 1 - 4; 10, 15 Unit 3, Lessons 4; 10 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13		<a href="#">3.30.23 4th Gr. ELA Tufarelli.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List
	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?			range of strategies and tools.	learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Proficiency Level 2: Emerging: 16.2.4.5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4.5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4.5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4.5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.					
4 (Reading Literature / Craft and Structure)	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Point of View	Compare and contrast an event or topic told from two different points of view.	Standard - CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Compare Contrast Event Topic	Point of view/Identify the narrative point of view	Unit 4, Lesson 3 Unit 8, Lesson 13		<a href="#">1.5.21.4th Gr. ELA Tufarelli.pdf</a>
			Text Structure	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.	Standard - CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA	Poem Drama Prose Elements	Poetry elements -Label the rhyme scheme -Identify elements of poetry	Unit 6, Lessons 2 - 5 Unit 8, Lesson 13 Unit 13, Lessons 7 - 8; 14		<a href="#">2.13.23.4th Gr. ELA Tufarelli.pdf</a>
		What is this text really about?	Point of View	Compare and contrast an event or topic told from two different points of view.	Standard - CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Compare Contrast Event Topic	Point of view/Identify the narrative point of view	Unit 4, Lesson 3 Unit 8, Lesson 13		<a href="#">1.5.21.4th Gr. ELA Tufarelli.pdf</a>
		How does what readers read influence how they should read?	Text Structure	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.	Standard - CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA	Poem Drama Prose Elements	Poetry elements -Label the rhyme scheme -Identify elements of poetry	Unit 6, Lessons 2 - 5 Unit 8, Lesson 13 Unit 13, Lessons 7 - 8; 14		<a href="#">2.13.23.4th Gr. ELA Tufarelli.pdf</a>
	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners read and refine their vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Standard - CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Hercules effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Figurative Language Simile Metaphor Personification	Idioms and adages/Determine the meaning of figurative language	Unit 1, Lessons 1 - 6 Unit 3, Lessons 5 - 8 Unit 5, Lessons 1 - 10; 18 Unit 6, Lessons 2 - 5; 10 - 12 Unit 8, Lessons 3 - 4 Unit 10, Lessons 3, 5, 12, 14 Unit 13, Lessons 5, 7, 9, 11		<a href="#">22.15.22.4th Gr. ELA Tufarelli.pdf</a>
4 (Reading Literature / Integration of Knowledge and Ideas)	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does interaction with text provoke thinking and response?	Sources of Information	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Standard - CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA	Drama Visual Presentation		Unit 5, Lesson 18 Unit 6, Lessons 12 - 13 Unit 8, Lesson 13		<a href="#">20.11.22.4th Gr. ELA Tufarelli.pdf</a>
			Text Analysis	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Standard - CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.			Unit 9, Lesson 18 Unit 13, Lessons 10 - 12		
4 (Reading Literature / Key Ideas and Details)	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Theme	Determine a theme of a text from details in the text; summarize the text.	Standard - CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Theme Summarize	Theme/Determine the themes of myths, legends, and folktales	Unit 1, Lessons 1 - 6 Unit 3, Lesson 8 Unit 5, Lessons 9 - 10; 18 Unit 6, Lessons 2 - 5; 13 - 14 Unit 8, Lessons 3 - 7; 13 Unit 9, Lesson 18 Unit 10, Lessons 2, 4, 6, 14 - 16 Unit 13, Lessons 9 - 11; 14		<a href="#">1.7.21.4th Gr. ELA Tufarelli.pdf</a>
			Text Analysis	Cite relevant details from text to support what the text says explicitly and make inferences.	Standard - CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-K.1.1.3 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.	Cite Relevant Explicitly	Inference/Use actions and dialogue to support inferences	Unit 1, Lessons 1 - 6 Unit 3, Lessons 5 - 10 Unit 5, Lessons 1 - 10; 18 Unit 6, Lessons 10 - 13		<a href="#">3.16.23.4th Gr. ELA Tufarelli.pdf</a>
			Literary Elements	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Standard - CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Drama	Story elements -Identify story elements	Unit 5, Lessons 1 - 10; 18 Unit 6, Lessons 10 - 12; 13 Unit 8, Lesson 3 - 5; 7 Unit 10, Lessons 2, 4, 6; 13, 15 Unit 13, Lessons 5 - 6; 9 - 12; 14		<a href="#">2.21.23.4th Gr. ELA Tufarelli.pdf</a>
4 (Reading Literature / Range of Reading)	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Standard - CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA		Literary texts: level 3/Read fantasy with	Unit 1, Lessons 1 - 6; 13 Unit 3, Lessons 1 - 3; 5 - 8 Unit 5, Lessons 1 - 10; 14-16; 18 Unit 6, Lessons 1 - 5; 7 - 11; 13 Unit 8, Lesson 1 - 3 Unit 9, Lesson 4; 7; 9 - 12 Unit 10, Lessons 12, 14 - 16 Unit 11, Lessons 1 - 5; 7 - 10; 12, 14 Unit 13, Lessons 11 - 14		<a href="#">2.7.22.4th Gr. ELA Tufarelli.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	JFL	OLS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List
4 (Reading Literature / Vocabulary Acquisition and Use)	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances ones ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content choosing flexibly from a range of strategies and tools.	Standard - CC.1.4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Hercules effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		Multiple-meaning words			<a href="#">1.12.22 4th Gr. ELA Tufarelli.pdf</a>
		How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?			Vocabulary Acquisition and Use	Standard - CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Hercules effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms			Unit 1, Lessons 12 - 13 Unit 2, Lessons 1 - 4, 10, 15 Unit 3, Lessons 4 Unit 4, Lessons 5; 15 Unit 6, Lessons 11 - 13 Unit 12, Lessons 8 -	<a href="#">1.13.23 4th Gr. ELA Tufarelli.pdf</a>
4 (Writing)	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What is my purpose?	Focus for Writing	Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.	Standard - CC.1.4.4.B Identify and introduce the topic clearly.  Standard - CC.1.4.4.H Introduce the topic and state an opinion on the topic.  Standard - CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.  E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.		Introductions and conclusions Choose the best topic sentence Choose the best concluding sentence	Unit 1, Lessons 8 - 11; 13 Unit 2, Lessons 7 - 8 Unit 4, Lessons 10 - 13 Unit 5, Lessons 16 - 17 Unit 8, Lesson 12	<a href="#">2.7.23 4th Gr. ELA Tufarelli.pdf</a>	
		What makes clear and effective writing?	Content for Writing	Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.  Standard - CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Standard - CC.1.4.4.I Provide reasons that are supported by facts and details.  Standard - CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.C.1.1.2 Provide reasons that are supported by facts and details.  E04.C.1.2.3 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.  E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.		Developing and supporting arguments	Unit 2, Lessons 7 - 8 Unit 2, Lessons 10 - 13 Unit 5, Lessons 16 - 17 Unit 6, Lesson 4 Unit 8, Lessons 10; 12 Unit 9, Lesson 17	<a href="#">1.19.23 4th Gr. ELA Tufarelli.pdf</a>		
			Organization for Writing	Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.  Standard - CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Standard - CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.  Standard - CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Emerging: 16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank. Proficiency Level 2: Emerging: 16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames. Proficiency Level 3: Developing: 16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn diagram. Proficiency Level 4: Expanding: 16.2.4-5.4W Summarize details from a grade-level informational text using notes. Proficiency Level 5: Bridging: 16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.  E04.C.1.2.4 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.  E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.  E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.  E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  E04.E.1.1.5 Provide a concluding statement or section related to the analysis		Organizing writing Put the sentences in order	Unit 2, Lessons 6 - 8 Unit 4, Lessons 11 - 13 Unit 5, Lessons 16 - 17 Unit 8, Lessons 11 - 12 Unit 9, Lessons 10; 17	<a href="#">1.19.23 4th Gr. ELA Tufarelli.pdf</a>
			Production and Distribution of Writing	With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  Standard - CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	NA			Editing and revising Correct errors with signs	Unit 2, Lessons 5 - 8 Unit 3, Lessons 1 - 8 Unit 5, Lessons 13, 15 Unit 6, Lessons 4, 7 Unit 9, Lessons 1 - 10; 13 - 15 Unit 10, Lesson 7 - 8 Unit 11, Lesson 11 Unit 13, Lessons 1 - 2	<a href="#">1.30.23 4th Gr. ELA Tufarelli.pdf</a>	
			Who is the audience? What will work best for the audience?	Writing Style	Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic. Opinion and Narrative: Choose words and phrases to convey ideas precisely.  Standard - CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.  Standard - CC.1.4.4.K Choose words and phrases to convey ideas precisely.  Standard - CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.  E04.D.2.1.1 Choose words and phrases to convey ideas precisely.  E04.D.2.1.2 Choose punctuation for effect.  E04.D.2.1.3 E04.D.2.1.3 Choose words and phrases for effect.  E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.		Descriptive details Show character emotion	Unit 4, Lessons 12 - 13 Unit 5, Lessons 16 - 17 Unit 12, Lessons 2, 4 - 6 Unit 13, Lesson 14	<a href="#">1.12.22 4th Gr. ELA Tufarelli.pdf</a>	
			Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.  Standard - CC.1.4.4.K Choose words and phrases to convey ideas precisely.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo KeyUses-Gr-4-5.pdf</a>	NA		Descriptive details Show character emotion	Unit 1, Lesson 12 Unit 2, Lesson 10 Unit 3, Lesson 4 Unit 4, Lesson 4 Unit 5, Lesson 12 Unit 6, Lesson 1 Unit 8, Lesson 1 Unit 9, Lesson 12 Unit 10, Lesson 10 Unit 11, Lesson 15 Unit 12, Lesson 1	<a href="#">2.6.23 4th Gr. ELA Tufarelli.pdf</a>	

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	QIS Curriculum Alignment	Modifications (SpEd, EL, Enrichment)	Lesson Plan List
	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard - CC.1.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.  Standard - CC.1.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  Standard - CC.1.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD.16.2.4.5 Proficiency Level 1: Entering: 16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank. Proficiency Level 2: Emerging: 16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames. Proficiency Level 3: Developing: 16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn diagram. Proficiency Level 4: Expanding: 16.2.4-5.4W Summarize details from a grade-level informational text using notes. Proficiency Level 5: Bridging: 16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).  E04.D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).  E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  E04.D.1.1.5 Form and use prepositional phrases.  E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; their, they're).  E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.  E04.D.1.2.1 Use correct capitalization.  E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.  E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound	Quotations Relative pronouns Progressive verb tense Modal auxiliaries Prepositional phrases Fragments Run-ons Antecedents Coordinating conjunction Compound sentence	<a href="#">Organizing writing</a> : Put the sentences in	Unit 1, Lessons 1 - 6 Unit 2, Lessons 1 - 4; 11 - 15 Unit 3, Lessons 5 - 10 Unit 4, Lessons 1 - 7; 10 - 13 Unit 5, Lessons 1 - 7 Unit 6, Lessons 2 - 5; 10 - 14 Unit 8, Lessons 9 - 12 Unit 9, Lessons 2 - 10; 13 - 17 Unit 10, Lessons 1 - 6; 12 - 16 Unit 11, Lessons 4 - 6; 9 - 12 Unit 12, Lessons 2 - 6; 8 - 12 Unit 13, Lessons 5 - 12; 14		<a href="#">10.24.22 4th Gr. ELA LAB Tufariello.pdf</a>
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Response to Literature	Draw evidence from text to support analysis, reflection, and research.	Standard - CC.1.4.B Identify and introduce the topic clearly.  Standard - CC.1.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Standard - CC.1.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Standard - CC.1.4.H Introduce the topic and state an opinion on the topic.  Standard - CC.1.4.I Provide reasons that are supported by facts and details.  Standard - CC.1.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.  Standard - CC.1.4.K Choose words and phrases to convey ideas precisely.  Standard - CC.1.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD.16.2.4.5 Proficiency Level 1: Entering: 16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank. Proficiency Level 2: Emerging: 16.2.4-5.2W Produce short sentences about illustrated events from an informational graded reader using a Venn diagram. Proficiency Level 3: Developing: 16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn diagram. Proficiency Level 4: Expanding: 16.2.4-5.4W Summarize details from a grade-level informational text using notes. Proficiency Level 5: Bridging: 16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	E04.E.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.  E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.  E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.  E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.		<a href="#">Organizing writing</a> : Put the sentences in	Unit 1, Lesson 13 Unit 2, Lesson 15 Unit 4, Lessons 11 - 13; 15 - 16; 18 Unit 6, Lesson 14 Unit 8, Lessons 9 - 12 Unit 9, Lessons 1, 10, 16 - 18 Unit 10, Lesson 16 Unit 11, Lesson 16 Unit 12, Lessons 2, 4, 6, 13 Unit 13, Lesson 14		<a href="#">10.24.22 4th Gr. ELA LAB Tufariello.pdf</a>
	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Standard - CC.1.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA			Unit 1, Lesson 7 Unit 3, Lessons 1 - 3 Unit 6, Lessons 8 - 9 Unit 10, Lessons 8 - 9 Unit 13, Lessons 2 - 3		<a href="#">10.26.22 4th Gr. Writers Workshop Tufariello.pdf</a>
		What does reader look for and how can s/he best find it?	Conducting Research	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Standard - CC.1.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA			Unit 5, Lessons 13 - 17 Unit 6, Lessons 7 - 9 Unit 9, Lessons 2 - 9; 13 - 17 Unit 10, Lessons 7 - 9 Unit 12, Lessons 3 - 6 Unit 13, Lessons 2 - 3		<a href="#">10.24.22 4th Gr. ELA Tufariello.pdf</a>
		How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Standard - CC.1.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	NA			Unit 5, Lesson 14 Unit 9, Lessons 14 - 15 Unit 12, Lesson 4		<a href="#">10.24.22 4th Gr. ELA Tufariello.pdf</a>



2024 -2029 Charter Renewal Application

Middle School ELA Framework

(1 of 27 Pages)

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Foundational Skills	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Phonics and Word Recognition	Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.	CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 1-6, 8-11 Unit 2 "Fascinating Tales from History" Lessons: 1-4, 6-9, 11-13 Unit 3 "A Wonder of the World" Lessons: 4-8 Unit 4 "A Wrinkle in Time" Lessons: 2-11, 13-16 Unit 5 "Finding Their Way" Lessons: 2-10, 12-14 Unit 6 "Moments in History" Lessons: 3, 9-12 Unit 8 "Persuasion and Opinion" Lessons: 1-3, 7-13 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-6, 8-12 Unit 10 "Inside Out and Back Again" Lessons: 3-10 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 1-4, 6-10, 12-15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.1 ELA 5th Grade Cope.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Fluency	Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.5.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 7 Unit 3 "A Wonder of the World" Lessons: 5, 8, 10 Unit 4 "A Wrinkle in Time" Lessons: 2-10 Unit 5 "Finding Their Way" Lessons: 2-5, 12-15 Unit 6 "Moments in History" Lessons: 1-4, 9-12 Unit 8 "Persuasion and Opinion" Lessons: 1-4, 11-14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-7, 14 Unit 10 "Inside Out and Back Again" Lessons: 3-11 Unit 11 "Choice Reading Project" Lessons: 1-6 Unit 12 "Money" Lessons: 1-4, 12-14 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 2-8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 6.1 ELA 5th Grade Cope.pdf</a>
Informational Text	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Main Idea	Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.	CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Main Idea and Key Details  Summarize Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 1-3, 11-13 Unit 1 "Author Study" Lessons: 4-6 Unit 4 "A Wrinkle in Time" Lessons: 2-10 Unit 5 "Finding Their Way" Lessons: 2-5, 12, 13, 15, 16 Unit 6 "Moments in History" Lessons: 2-4, 9-12 Unit 8 "Persuasion and Opinion" Lessons: 3, 11-15 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 2-6 Unit 11 "Choice Reading Project" Lesson: 14	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 4 A Wrinkle in Time Lesson ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does interaction with text provoke thinking and response?	Text Analysis	Cite textual evidence by quoting accurately from the text to explain how they are supported by key details; summarizing the text	CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	Textual Evidence in Informational Texts  Inferences and Generalizations in Informational Texts	Quote	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 1-4, 11-14 Unit 3 "A Wonder of the World" Lessons: 4-6 Unit 5 "Finding Their Way" Lessons: 2-5, 12, 13, 15, 16 Unit 6 "Moments in History" Lessons: 1, 2, 9-13 Unit 8 "Persuasion and Opinion" Lessons: 11-15 Unit 9 "Get to Know a Supreme Court Justice" Lesson: 14 Unit 11 "Choice Reading Project" Lesson: 14 Unit 12 "Money" Lesson: 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 3.4 ELA 5th Grade Spink.pdf</a>
	5	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Explain the relationship or interaction between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	Individuals, Events, Ideas, Steps, and Concepts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 5 "Finding Their Way" Lessons: 12-16 Unit 8 "Persuasion and Opinion" Lessons: 13, 14 Unit 9 "Get to Know a Supreme Court Justice" Lesson: 6 Unit 11 "Choice Reading Project" Lesson: 14 Unit 12 "Money" Lessons: 1-4, 14-16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 5 lesson 5th Grade Rockwell.pdf</a>

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Informational Text * Informational Text * Informational Text * Informational Text * Informational Text	5	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Point of View	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-Key/Uses-Gr-4-5.pdf</a>	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Point of View and Perspectives in Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 3 "A Wonder of the World" Lessons: 4-7 Unit 5 "Finding Their Way" Lessons: 4, 14-16 Unit 8 "Persuasion and Opinion" Lessons: 3, 11-14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1, 5, 6 Unit 11 "Choice Reading Project" Lesson: 14	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 3.7 ELA 5th Grade Spink.pdf</a>
	5	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Text Structure	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	Text Structure	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 11, 15 Unit 3 "A Wonder of the World" Lesson: 7 Unit 5 "Finding Their Way" Lessons: 2, 5, 14 Unit 8 "Persuasion and Opinion" Lessons: 3, 14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1, 3, 5, 6, 14 Unit 12 "Money" Lessons: 1-4, 12-16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 8.3 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does the interaction with text provoke thinking and response?  How do readers' know what	Diverse Media	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-Key/Uses-Gr-4-5.pdf</a>	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	Reasons and Evidence  Integrate Informational Texts  Text Features in Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 3 "A Wonder of the World" Lesson: 7 Unit 5 "Finding Their Way" Lessons: 3-5, 14-16 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 3-6 Unit 11 "Choice Reading Project" Lesson: 14	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 9.4 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does the interaction with text provoke thinking and response?  How do readers' know what to believe in what they read, hear, and view?	Evaluating Arguments	Determine how an author supports particular points in a text through reasons and evidence.	CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	Reasons and Evidence  Integrate Informational Texts  Text Features in Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 3 "A Wonder of the World" Lesson: 7 Unit 5 "Finding Their Way" Lessons: 3, 5, 12, 15 Unit 6 "Moments in History" Lessons: 9-13 Unit 8 "Persuasion and Opinion" Lessons: 11-14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-3 Unit 11 "Choice Reading Project" Lesson: 14 Unit 12 "Money" Lessons: 12-16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.12 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does the interaction with text provoke thinking and response?  How do readers' know what	Analysis Across Texts	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-Key/Uses-Gr-4-5.pdf</a>	E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.  E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	Reasons and Evidence  Integrate Informational Texts  Text Features in Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 3 "A Wonder of the World" Lessons: 4-7 Unit 5 "Finding Their Way" Lessons: 4, 14-16 Unit 8 "Persuasion and Opinion" Lessons: 3, 13 Unit 9 "Get to Know a Supreme Court Justice" Lesson: 5 Unit 11 "Choice Reading Project" Lesson: 14 Unit 12 "Money" Lessons: 12-16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 9.5 ELA 5th Grade Spink.pdf</a>

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Informational Text * Inf	5	An expanded vocabulary enhances one's ability to express ideas and information .	Why learn new words?  What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Academic Language and Context Clues in Informational Texts  Affixes and Roots  Academic Language and Context Clues in Informational Texts  Figurative Language  Idioms, Adages, and Proverbs  Synonyms, Antonyms, and Homographs	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 2, 3, 10-13 Unit 3 "A Wonder of the World" Lessons: 4, 6, 7, 10 Unit 5 "Finding Their Way" Lessons: 1-5, 12-14 Unit 6 "Moments in History" Lessons: 1, 8-12 Unit 8 "Persuasion and Opinion" Lessons: 11, 12 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-5, 7 Unit 12 "Money" Lessons: 1, 3, 5, 12, 14, 16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.1 ELA 5th Grade Spink.pdf</a>
	5	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words?  How do strategic readers create meaning from informational and literary text?  What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator. Proficiency Level 2: Emerging: 16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank. Proficiency Level 3: Developing: 16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer. Proficiency Level 5: Bridging: 16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.	Academic Language and Context Clues in Informational Texts  Affixes and Roots  Academic Language and Context Clues in Informational Texts	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 2, 3, 10-13 Unit 3 "A Wonder of the World" Lessons: 4-7, 10 Unit 5 "Finding Their Way" Lessons: 2-5, 12-14 Unit 6 "Moments in History" Lessons: 1, 8-12 Unit 8 "Persuasion and Opinion" Lessons: 11, 12 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-5, 7, 14 Unit 12 "Money" Lessons: 1, 3, 5, 12, 14, 16	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.2 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is the text really about? How do readers know what to believe?  How does what readers' read influence how they should read it?  How does what readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 1-4, 11-13 Unit 3 "A Wonder of the World" Lessons: 4-7 Unit 5 "Finding Their Way" Lessons: 2-5, 12-15 Unit 6 "Moments in History" Lessons: 1, 2, 9-12 Unit 8 "Persuasion and Opinion" Lessons: 11-14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 1-6 Unit 11 "Choice Reading Project" Lessons: 1-6 Unit 12 "Money" Lessons: 1-4, 12-14	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 6.9 ELA 5th Grade Nihoff.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does interaction with text provoke thinking and response?	Theme	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Theme  Characters  Summarize Literature	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 2-4 Unit 4 "A Wrinkle in Time" Lessons: 3, 6, 9, 10, 17 Unit 6 "Moments in History" Lessons: 3, 4 Unit 8 "Persuasion and Opinion" Lessons: 1, 3 Unit 10 "Inside Out and Back Again" Lessons: 6, 8, 10, 11, 15 Unit 13 "The Adventures of Sherlock Holmes" Lesson: 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 1 lesson ELA 5th Grade Spink 9.1.22.pdf</a>

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELI; Enrichment)	Lesson Plan List
* Reading Literature * Reading Literature * Reading Literature	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Text Analysis	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	Textual Evidence in Literature  Inferences and Generalizations in Literature	Evidence Quoting	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 6 Unit 4 "A Wrinkle in Time" Lessons: 5, 7, 9, 11, 17 Unit 8 "Persuasion and Opinion" Lesson: 1 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 2, 5, 6, 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 6.4 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?	Literary Elements	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	Characters  Setting  Events	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 2, 4, 5 Unit 4 "A Wrinkle in Time" Lessons: 5, 8, 11, 17 Unit 10 "Inside Out and Back Again" Lessons: 5, 15 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 4, 6, 10, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.4 ELA 5th Grade Richardson-Thomas.pdf</a>
	5	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do readers know what to believe in what they read, hear and view?  How does interaction with text provoke thinking and response?	Point of View	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	Point of View and Purpose in Literature	Accounts Similarities Differences	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 1, 2, 4, 6 Unit 4 "A Wrinkle in Time" Lessons: 4, 11 Unit 8 "Persuasion and Opinion" Lesson: 3 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 3, 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.1 ELA 5th Grade Spink.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  How does what readers read influence how they should read?	Text Structure	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 4 "A Wrinkle in Time" Lessons: 3, 17 Unit 10 "Inside Out and Back Again" Lessons: 3-5, 11, 15 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 8, 10, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.4 ELA 5th Grade Nihoff.pdf</a>
	5	An expanded vocabulary enhances one's ability to express ideas and information.	What strategies and resources do I use to figure out unknown vocabulary?  Why learn new words?  How do learners develop and refine their vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Context Clues in Literature Multiple-Meaning Words  Affixes and Roots  Figurative Language  Idioms, Adages, and Proverbs  Synonyms, Antonyms, and Homographs	Interpret	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 7, 10 Unit 4 "A Wrinkle in Time" Lessons: 1-4, 7, 8 Unit 5 "Finding Their Way" Lesson: 1 Unit 6 "Moments in History" Lessons: 3, 4, 8 Unit 8 "Persuasion and Opinion" Lessons: 1, 2, 6 Unit 10 "Inside Out and Back Again" Lessons: 1, 3-11, 15 Unit 11 "Choice Reading Project" Lesson: 13 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 1-6, 8, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.1 ELA 5th Grade Spink.pdf</a>

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Reading Literature * Reading Literature * Reading Literature	5	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does what readers read influence how they should read it?  How does a reader's purpose influence how text should be read?  How does interaction with text provoke thinking and response?	Sources of Information	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Analyze Multimedia Tone	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 13 Unit 10 "Inside Out and Back Again" Lessons: 3, 4, 7 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 2, 3, 6, 7, 9, 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.4 ELA 5th Grade Nihoff.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How does what readers read influence how they should read it?  How does a reader's purpose influence how text should be read?  How does interaction with text provoke thinking and response?	Text Analysis	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Compare and Contrast in Literature	Genre	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 4, 5 Unit 8 "Persuasion and Opinion" Lesson: 3 Unit 10 "Inside Out and Back Again" Lessons: 6, 8 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 3-5, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 8.3 ELA 5th Grade Richardson-Thomas.pdf</a>
	5	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.	CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Context Clues in Literature Multiple-Meaning Words  Affixes and Roots	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 7 Unit 4 "A Wrinkle in Time" Lessons: 1, 3, 5-9 Unit 6 "Moments in History" Lessons: 3, 4, 8 Unit 8 "Persuasion and Opinion" Lessons: 1, 2, 6 Unit 10 "Inside Out and Back Again" Lessons: 1, 3-11, 15 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 1-6, 8, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.3 ELA 5th Grade Spink.pdf</a>
5	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Context Clues in Literature Multiple-Meaning Words  Affixes and Roots  Figurative Language  Idioms, Adages, and Proverbs  Synonyms, Antonyms, and Homographs	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 7 Unit 4 "A Wrinkle in Time" Lessons: 1-9 Unit 5 "Finding Their Way" Lesson: 1 Unit 6 "Moments in History" Lessons: 3, 4, 8 Unit 8 "Persuasion and Opinion" Lessons: 1, 2 Unit 10 "Inside Out and Back Again" Lessons: 1, 3-11, 15 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 1-6, 8, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.6 ELA 5th Grade Spink.pdf</a>	

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	5	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is the text really about?  How do readers know what to believe?  How does what reader's read influence how they should read it?  How does a readers' purpose influence how text should be	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.5.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 4 "A Wrinkle in Time" Lessons: 2-10 Unit 8 "Persuasion and Opinion" Lessons: 1-4 Unit 10 "Inside Out and Back Again" Lessons: 3-11 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 2-8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.8 ELA 5th Grade Nihoff.pdf</a>
g * Writing * Writing * Writing	5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write?  What is the purpose?	Focus for Writing	Informational: Identify and introduce the topic clearly.  Opinion: Introduce the topic and state an opinion on the topic.  Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.	CC.1.4.5.B Identify and introduce the topic clearly.  CC.1.4.5.H Introduce the topic and state an opinion on the topic.  CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.C.1.1.1 E05.C.1.2.1 E05.C.1.3.1 E05.E.1.1.1	Introduce and Conclude Topics  Task, Purpose, Audience, and Style  Organize Ideas	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 8-10, 13 Unit 2 "Fascinating Tales from History" Lessons: 6, 7 Unit 4 "A Wrinkle in Time" Lessons: 13, 14, 16 Unit 5 "Finding Their Way" Lessons: 4-10, 15 Unit 6 "Moments in History" Lessons: 12, 13 Unit 8 "Persuasion and Opinion" Lessons: 4, 7-10, 14, 15 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6, 8-11 Unit 10 "Inside Out and Back Again" Lessons: 8-10, 15 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 6-7 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 6, 7, 10, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 8.7 5th Grade Spink.pdf</a>
	5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Content for Writing	Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Opinion: Provide reasons that are supported by facts and details; draw from credible sources.  Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.  CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	E05.C.1.2.2 E05.C.1.3.2 E05.C.1.3.4 E05.E.1.1.2	Support and Develop Topics  Precise Language and Sensory Details	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 8-10, 13 Unit 2 "Fascinating Tales from History" Lessons: 2, 7-9, 12, 14 Unit 3 "A Wonder of the World" Lesson: 8 Unit 4 "A Wrinkle in Time" Lessons: 13-16 Unit 5 "Finding Their Way" Lessons: 4-10, 15 Unit 6 "Moments in History" Lessons: 12, 13 Unit 8 "Persuasion and Opinion" Lessons: 4, 7-10, 13-15 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6, 8-12 Unit 10 "Inside Out and Back Again" Lessons: 8-10, 12, 15 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 3, 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 5-7, 10, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 8.8 5th Grade Spink.pdf</a>
	5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.  Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.  CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.  CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank. Proficiency Level 2: Emerging: 16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames. Proficiency Level 3: Developing: 16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn diagram. Proficiency Level 4: Expanding: 16.2.4-5.4W Summarize details from a grade-level informational text using notes. Proficiency Level 5: Bridging: 16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	E05.C.1.2.1 E05.C.1.2.2 E05.C.1.2.3 E05.C.1.2.4 E05.C.1.2.5 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.C.1.1.1 E05.C.1.1.2 E05.C.1.1.3 E05.C.1.1.4 E05.C.1.1.5 E05.C.1.3.1 E05.C.1.3.2 E05.C.1.3.3 E05.C.1.3.4 E05.C.1.3.5	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 8-10, 13 Unit 2 "Fascinating Tales from History" Lessons: 7-9, 14 Unit 3 "A Wonder of the World" Lessons: 1-3, 8 Unit 4 "A Wrinkle in Time" Lessons: 14-16 Unit 5 "Finding Their Way" Lessons: 5-10, 15 Unit 6 "Moments in History" Lessons: 12, 13 Unit 8 "Persuasion and Opinion" Lessons: 2, 4, 7-10, 13-15 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6, 8-12 Unit 10 "Inside Out and Back Again" Lessons: 8-10, 12, 13, 15 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 6, 7, 10, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 8 lesson ELA 5th Grade Spink 2.22.23.pdf</a>



ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Writing * Writing * Writing * Writing *	5	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 12 Unit 2 "Fascinating Tales from History" Lesson: 5 Unit 3 "A Wonder of the World" Lessons: 3, 9 Unit 4 "A Wrinkle in Time" Lessons: 1, 12, 16 Unit 5 "Finding Their Way" Lessons: 1, 5-11, 15 Unit 6 "Moments in History" Lessons: 7, 8, 13 Unit 8 "Persuasion and Opinion" Lessons: 5, 6, 14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6, 7, 13 Unit 10 "Unit 10: Inside Out and Back Again" Lessons: 1, 2, 11, 14 Unit 11 "Choice Reading Project" Lessons: 1-9, 12, 13 Unit 12 "Money" Lessons: 2, 4, 5, 7-11, 13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 8 lesson ELA 5th Grade SpinK 3.3.23.pdf</a>
	5	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 2 "Fascinating Tales from History" Lessons: 7-9 Unit 3 "A Wonder of the World" Lessons: 1-3 Unit 4 "A Wrinkle in Time" Lessons: 13-15 Unit 5 "Finding Their Way" Lessons: 5-10 Unit 6 "Moments in History" Lessons: 5-7 Unit 8 "Persuasion and Opinion" Lessons: 1-5 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 6, 8-13 Unit 10 "Inside Out and Back Again" Lessons: 12-14 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 7-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 11-13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 8 lesson ELA 5th Grade Richardson-Thomas 4.26.23.pdf</a>
	5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write?  What is the purpose?	Credibility, Reliability, and Validity of Sources	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lesson: 3 Unit 2 "Fascinating Tales from History" Lessons: 3, 13 Unit 3 "A Wonder of the World" Lesson: 8 Unit 4 "A Wrinkle in Time" Lessons: 10, 13-16 Unit 5 "Finding Their Way" Lessons: 2, 3, 5-10 Unit 6 "Moments in History" Lessons: 2, 4-7, 13 Unit 8 "Persuasion and Opinion" Lessons: 2, 13, 14 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6, 8-12 Unit 10 "Inside Out and Back Again" Lessons: 11-15 Unit 11 "Choice Reading Project" Lessons: 1-8 Unit 12 "Money" Lessons: 3, 7-10, 13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.3 ELA 5th Grade Richardson-Thomas.pdf</a>
	5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write?  What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.	CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<b>ELA OLS Course:</b> Unit 1 "Author Study" Lessons: 8-10, 13 Unit 2 "Fascinating Tales from History" Lessons: 2, 3, 7-9, 12, 13 Unit 3 "A Wonder of the World" Lessons: 1-3, 5, 6, 8 Unit 4 "A Wrinkle in Time" Lessons: 4-7, 13-16 Unit 5 "Finding Their Way" Lessons: 1-10, 15 Unit 6 "Moments in History" Lessons: 2-8, 13 Unit 8 "Persuasion and Opinion" Lessons: 2, 4, 7-15 Unit 9 "Get to Know a Supreme Court Justice" Lessons: 4, 6-12 Unit 10 "Unit 10: Inside Out and Back Again" Lessons: 1, 8-15 Unit 11 "Choice Reading Project" Lessons: 1-8, 13 Unit 12 "Money" Lessons: 5-10, 12, 13 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 1, 5-7, 10-13, 15	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 8 lesson ELA 5th Grade Richardson-Thomas 4.27.23.pdf</a>

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>* Speaking and Listening</b>	5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Collaborative Discussion	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<p>Standard Area - ELD 16.2.4-5</p> <p>Proficiency Level 1: Entering: 16.2.4-5.1L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner.</p> <p>Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer.</p> <p>Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion.</p> <p>Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion.</p> <p>Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g. What animal is carrying the books? with teacher prompting. My Librarian is a Camel by Margaret Ruurs</p> <p>Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner.</p> <p>Proficiency Level 3: Developing: 16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.</p>	N/A	N/A	Intentionally Blank	Teachers use class discussions as a teaching strategy	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 10.4 ELA 5th Grade Richardson-Thomas.pdf</a>
	5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Critical Listening	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	<p><b>ELA OLS Course:</b></p> <p>Unit 1 "Author Study" Lesson: 13</p> <p>Unit 11 "Choice Reading Project" Lessons: 10-12</p> <p>Unit 12 "Money" Lessons: 6-10</p> <p>Unit 13 "The Adventures of Sherlock Holmes" Lesson: 9</p>	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.1 ELA 5th Grade Spink.pdf</a>
	5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Evaluating Information	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<p>Standard Area - ELD 16.2.4-5</p> <p>Proficiency Level 1: Entering: 16.2.4-5.1L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner.</p> <p>Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer.</p> <p>Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion.</p> <p>Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion.</p> <p>Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g. What animal is carrying the books? with teacher prompting. My Librarian is a Camel by Margaret Ruurs</p> <p>Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner.</p> <p>Proficiency Level 3: Developing: 16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.</p>	N/A	N/A	Intentionally Blank		-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	

ELA Strands	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
Speaking and Listening	5	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.4-5 Proficiency Level 1: Entering: 16.2.4-5.1L Point to illustrated words from repeated informational text (e.g. video, media, lecture) with a partner. Proficiency Level 2: Emerging: 16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling. Proficiency Level 3: Developing: 16.2.4-5.3L Categorize oral information using pictures from informational text (e.g. video, media, lecture) with a graphic organizer. Proficiency Level 4: Expanding: 16.2.4-5.4L Compare peers' ideas about informational text (e.g. video, media, lecture) using a graphic organizer in a small group discussion. Proficiency Level 5: Bridging: 16.2.4-5.5L Draw conclusions from informational text (e.g. video, media, lecture) during group discussion. Proficiency Level 1: Entering: 16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g. What animal is carrying the books? with teacher prompting. My Librarian is a Camel by Margaret Ruurs Proficiency Level 2: Emerging: 16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g. In Kenya, librarians use _____) with a partner. Proficiency Level 3: Developing: 16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	N/A	N/A	Sequencing Logically	ELA OLS Course: Unit 11 "Choice Reading Project" Lessons: 10-12 Unit 12 "Money" Lessons: 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 11-13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 12.1 and 12.2 ELA 5th Grade Spink</a>
	5	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	ELA OLS Course: Unit 11 "Choice Reading Project" Lessons: 10-12 Unit 12 "Money" Lessons: 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 11-13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 12.4 ELA 5th Grade Spink</a>
	5	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	ELA OLS Course: Unit 4 "A Wrinkle in Time" Lesson: 14 Unit 11 "Choice Reading Project" Lessons: 10-12 Unit 12 "Money" Lessons: 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 6, 7, 11-13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 12.2 ELA 5th Grade Spink</a>
	5	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message.	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	Intentionally Blank	ELA OLS Course: Unit 11 "Choice Reading Project" Lessons: 10-12 Unit 12 "Money" Lessons: 6-10 Unit 13 "The Adventures of Sherlock Holmes" Lessons: 9, 11-13	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 12.12 ELA 5th Grade Spink</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; EL; Enrichment)	Lesson Plan List
6	Active listeners make	What do good listeners do?	Collaborative Discussion	Engage effectively in a range of collaborative discussions,	CC.1.5.6.A	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	n/a	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 5.8 ELA-B 6th Grade</a>
6			Critical Listening	Delineate a speaker's argument and specific claims by	CC.1.5.6.B	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	n/a	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	n/a
6			Evaluating Information	Interpret information presented in diverse media and	CC.1.5.6.C	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	n/a
6	Effective speakers prepare	How do task, purpose, and	Conventions of Standard	Demonstrate command of the conventions of standard	CC.1.5.6.G	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	n/a
6	Effective speakers prepare	How do speakers employ language	Multimedia	Include multimedia components and visual displays in	CC.1.5.6.F	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	n/a
6	Effective speakers prepare	How do task, purpose, and	Purpose, Audience and Task	Present claims and findings, sequencing ideas logically and	CC.1.5.6.D	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Claims	None Available	ENG06AE3	Text Read Aloud,	n/a
6			Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.6.E	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Context	None Available	ENG06AE3	Text Read Aloud,	n/a
6	Critical thinkers actively	How do readers know what to	Point of View	Determine an author's point of view or purpose in a text	CC.1.2.6.D	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-C.2.1.1	Intentionally Blank	CC.1.2.6.D	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 3.2 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Text Structure	Analyze the author's structure through the use of	CC.1.2.6.E	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-C.2.1.2	Text Structure	CC.1.2.6.E	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 3.4 ELA-A 6th Grade</a>
6	An expanded vocabulary	What strategies and resources do I	Vocabulary	Determine the meaning of words and phrases as they are	CC.1.2.6.F	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-V.4.1.1	Multiple-Meaning Words	CC.1.2.6.F	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 4.1 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Diverse Media	Integrate information presented in different media or	CC.1.2.6.G	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	Intentionally Blank	CC.1.2.6.G	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.2 ELA-B 6th Grade</a>
6			Evaluating Arguments	Evaluate an author's argument by examining claims and	CC.1.2.6.H	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-C.3.1.1	Claims Evaluate Arguments	CC.1.2.6.H	ENG06AE3	Text Read Aloud,	<a href="#">SI Evaluate Arguments 6th</a>
6			Analysis Across Texts	Examine how two authors present similar information in	CC.1.2.6.I	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-C.3.1.2	Compare and Contrast in	CC.1.2.6.I Examine how	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 3.7 ELA-B 6th Grade</a>
6		How do readers know what to	Evaluating Arguments	Evaluate an author's argument by examining claims and	CC.1.2.6.H	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-C.3.1.1	Claims Evaluator	CC.1.2.6.H	ENG06AE3	Text Read Aloud,	<a href="#">SI Evaluating Arguments 6th</a>
6	Effective readers use	How do strategic readers create	Main Idea	Determine two or more main or central ideas of a text and	CC.1.2.6.A	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	E06.B-K.1.1.2	Central Ideas	CC.1.2.6.A	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.6 ELA-B 6th Grade</a>
6			Text Analysis	Cite textual evidence to support analysis of what the text	CC.1.2.6.B	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-K.1.1.1	Cite Generalization Textual	CC.1.2.6.B	ENG06AE3	Text Read Aloud,	<a href="#">SI Text Evidence 6th Grade</a>
6			Text Analysis	Analyze in detail how a key individual, event, or idea is	CC.1.2.6.C	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-K.1.1.3	Analyze	CC.1.2.6.C	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 5.1 ELA-B 6th Grade</a>
6		What is this text really about?	Main Idea	Determine two or more main or central ideas of a text and	CC.1.2.6.A	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	E06.B-K.1.1.2	Central Ideas	CC.1.2.6.A	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 5.3 ELA-B 6th Grade</a>
6			Text Analysis	Cite textual evidence to support analysis of what the text	CC.1.2.6.B	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-K.1.1.1	Cite Generalization Textual	CC.1.2.6.B	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.7 ELA-B 6th Grade</a>
6		How does interaction with text	Text Analysis	Cite textual evidence to support analysis of what the text	CC.1.2.6.B	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-K.1.1.1	Cite Generalization Textual	CC.1.2.6.B	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.7 ELA-B 6th Grade</a>
6	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and response?	Text Analysis	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	CC.1.2.6.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-K.1.1.1	Cite Generalization Textual  Evidence in Informational Texts  Inferences and Generalizations in Informational Texts	CC.1.2.6.B  Text evidence (6)  Text evidence in nonfiction books (2)	ENG06AE3  Unit 1 "Lessons Learned" Lessons: 3, 7, 9, 11, 13 Unit 3 "Animal Intelligence" Lesson: 4 Unit 4 "Mythology" Lesson: 12 Unit 5 "On the Outside Looking In" Lessons: 1, 11 Unit 8 "Skills Center: Reading" Lessons: 1, 2	Text Read Aloud,  Highlight to Define Words,  Highlight to Translate Words,  Text Transcript,  Settings to alter voice speed,  Extended Time,  Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.7 ELA-B 6th Grade</a> <a href="#">Gagliardi.pdf</a>
6	Effective readers use	How do strategic readers create	Range of Reading	Read and comprehend literary non-fiction and	CC.1.2.6.L	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	n/a	See Lesson Plan	CC.1.2.6.L	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.3 ELA-A 6th Grade</a>
6	An expanded vocabulary	Why learn new words?	Vocabulary Acquisition and	Acquire and use accurately grade-appropriate general	CC.1.2.6.J	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-V.4.1.1	Multiple-Meaning Words	CC.1.2.6.J	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.1 ELA-B 6th Grade</a>
6		Why learn new words?	Vocabulary Acquisition and	Determine or clarify the meaning of unknown and multiple	CC.1.2.6.K	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-V.4.1.1	Multiple-Meaning Words	CC.1.2.6.K	ENG06AE3	Text Read Aloud,	<a href="#">SI Connotation and</a>
6	Effective readers use	How do strategic readers create	Vocabulary Acquisition and	Determine or clarify the meaning of unknown and multiple	CC.1.2.6.K	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.B-V.4.1.1	Multiple-Meaning Words	CC.1.2.6.K	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 5.1 ELA-B 6th Grade</a>
6	Critical thinkers actively	How do readers know what to	Point of View	Determine an author's point of view or purpose in a text	CC.1.3.6.D	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.1	Point of View and Purpose	CC.1.3.6.D	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.11 ELA-A 6th</a>
6		How does interaction with text	Text Structure	Analyze the development of the meaning through the	CC.1.3.6.E	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.2	Analyze Structure of Text	CC.1.3.6.E	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.5 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Text Structure	Analyze the development of the meaning through the	CC.1.3.6.E	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.2	Analyze Structure of text	CC.1.3.6.E	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.4 ELA-A 6th Grade</a>
6	An expanded vocabulary	Why learn new words?	Vocabulary	Determine the meaning of words and phrases as they are	CC.1.3.6.F	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.3	Context Clues in Literature	CC.1.3.6.F	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.4 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Sources of Information	Compare and contrast the experiences of reading a story,	CC.1.3.6.G	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.1	Intentionally Blank	None Available	ENG06AE3	Text Read Aloud,	<a href="#">SI Author's Viewpoint 6th</a>
6		How do strategic readers create	Text Analysis	Compare and contrast texts in different forms or genres	CC.1.3.6.H	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.3.1.1	Compare and Contrast in	CC.1.3.6.H Compare and	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.15 ELA-A 6th</a>
6	Effective readers use	How do strategic readers create	Theme	Determine a theme or central idea of a text and how it is	CC.1.3.6.A	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	E06.A-K.1.1.2	Central Idea Opinion	CC.1.3.6.A	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.8 ELA-A 6th Grade</a>
6			Text Analysis	Cite textual evidence to support analysis of what the text	CC.1.3.6.B	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-K.1.1.1	Textual Evidence Analysis	CC.1.3.6.B	ENG06AE3	Text Read Aloud,	<a href="#">SI Inferences and</a>
6			Literary Elements	Describe how a particular story or drama's plot unfolds in	CC.1.3.6.C	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-K.1.1.3	Episode Plot Resolution	CC.1.3.6.C	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.5 ELA-A 6th Grade</a>
6		How do strategic readers create	Literary Elements	Describe how a particular story or drama's plot unfolds in	CC.1.3.6.C	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-K.1.1.3	Episode Plot Resolution	CC.1.3.6.C	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 1.2 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Range of Reading	Read and comprehend literary fiction on grade level,	CC.1.3.6.K	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	n/a	See Lesson Plan	CC.1.3.6.K	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.2 ELA-A 6th Grade</a>
6	Effective readers use	How do strategic readers create	Strategies	Determine or clarify the meaning of unknown and multiple	CC.1.3.6.I	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-V.4.1.1	Context Clues in Literature	CC.1.3.6.I	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 5.6 ELA-B 6th Grade</a>
6	An expanded vocabulary	How do strategic readers create	Strategies	Determine or clarify the meaning of unknown and multiple	CC.1.3.6.J	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-V.4.1.1	Context Clues in Literature	CC.1.3.6.J	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.1 ELA-B 6th Grade</a>
6		Why learn new words?	Vocabulary Acquisition and	Acquire and use accurately grade-appropriate general	CC.1.3.6.J	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-V.4.1.1	Context Clues in Literat	CC.1.3.6.J	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 2.1 ELA-B 6th Grade</a>
6	Audience and purpose	Why do writers write?	Focus for Writing	Informational: Identify and introduce the topic for the	CC.1.4.6.B	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.C.1.1.1	Introduce and Conclude	CC.1.4.6.B Identify and	CC.1.4.6.B	Text Read Aloud,	<a href="#">Lesson 1.8 ELA-A 6th Grade</a>
6			Range of Writing	Write routinely over extended time frames (time for	CC.1.4.6.X	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.C.1.1.2	Intentionally Blank	None available	ENG06AE3	Text Read Aloud,	n/a
6		What makes clear and effective	Content for Writing	Informational: Develop and analyze the topic with relevant	CC.1.4.6.C	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.C.1.1.2	Sensory language Support	CC.1.4.6.C	CC.1.4.6.C	Text Read Aloud,	<a href="#">Lesson 1.8 ELA-A 6th Grade</a>
6			Organization for Writing	Informational: Organize ideas, concepts, and information	CC.1.4.6.D	PA ELD Standard 1: English language	Standard Area - ELD 16.2.6-8	E06.C.1.1.1	Compare/contrast	CC.1.4.6.D	CC.1.4.6.D	Text Read Aloud,	<a href="#">Lesson 3.5 ELA-A 6th Grade</a>
6			Production and Distribution	With guidance and support from peers and adults, develop	CC.1.4.6.T	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	See Lesson Plan	CC.1.4.6.T	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 4.11 ELA-B 6th</a>
6		Who is the audience?	Writing Style	Write with an awareness of the stylistic aspects of	CC.1.4.6.E	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.C.1.2.4	See Lesson Plan	CC.1.4.6.E.1	0	Text Read Aloud,	<a href="#">SI Varied Sentence</a>
6	Rules of grammar and	How do grammar and the	Writing Conventions	Demonstrate a grade appropriate command of the	CC.1.4.6.F	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.D.1.1.1	Pronoun case • Subjective	CC.1.4.6.F	CC.1.4.6.F	Text Read Aloud,	<a href="#">SI Verbs 6th Grade</a>
6	Critical thinkers actively	How do readers know what to	Response to Literature	Draw evidence from literary or informational texts to	CC.1.4.6.S	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.E.1.1.1	Introduce and Conclude	CC.1.4.6.S	ENG06AE3	Text Read Aloud,	n/a
6	Effective research requires	How does one best present	Technology and Publication	Use technology, including the Internet, to produce and	CC.1.4.6.U	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	See Lesson Plan	None Available	ENG06AE3	Text Read Aloud,	n/a
6		What does a reader look for and	Conducting Research	Conduct short research projects to answer a question,	CC.1.4.6.V	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	See Lesson Plan	None Available	ENG06AE3	Text Read Aloud,	n/a

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
6		How does a reader know a source	Credibility, Reliability, and	Gather relevant information from multiple print and digital	CC.1.4.6.W	PA ELD Standard 1: English language	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	n/a	See Lesson Plan	CC.1.4.6.W	ENG06AE3	Text Read Aloud,	<a href="#">Lesson 3.3 ELA-A 6th Grade</a>

		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
Informational Text *	7	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Point of View	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	CC.1.2.7.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.2.1.1	See Lesson Plan	IXL -- D. (1 - 2) Point of View  S.I. -- (h.) Point of View and Purpose in Literature	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 5; 9; 12 OLS --Unit 2: Telling Stories Lessons: 2; 5 OLS --Unit 3: Avenues to Understanding Lessons: 2; 4 - 5; 12 - 14; 16 OLS -- Unit 4: Expanding Horizons Lessons: 2; 5; 13; 15 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 7  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 10 OLS -- Unit 3: Truth and Identity Lessons: 1; 3; 9; 12; 16 OLS -- Unit 4: Influential Lives Lessons: 3; 7 OLS --Unit 5: Influential Words Lessons: 7 - 9; 13 - 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson SI Point of View and Purpose in Lit 7th Grade Adamo</a>
	7	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Structure	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	CC.1.2.7.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.2.1.2	See Lesson Plan	IXL -- E. (1 - 4) Text Structure  S.I. -- (i.) Structure of Literature	<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 5 OLS -- Unit 3: Avenues to Understanding Lessons: 13 - 15 OLS -- Unit 4: Expanding Horizons Lessons: 5; 11; 14 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1 OLS -- Unit 8: Skills Center: Reading Lesson: 2  <b>ENG07B</b> OLS -- Unit 2: Powerful Expression Lessons: 11 OLS -- Unit 3: Truth and Identity Lessons: 12 OLS -- Unit 4: Influential Lives Lessons: 5; 7	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson SI Structure of Literature 7th Grade Adamo</a>
	7	An expanded vocabulary enhances one's ability to express ideas and information.	What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	CC.1.2.7.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.2.1.3 E07.B-V.4.1.1 E07.B-V.4.1.2	See Lesson Plan	IXL -- T. (1 - 8) Prefixes and suffixes IXL -- U. (1 - 4) Greek and Latin roots IXL -- V. (1 - 2) Synonyms and antonyms IXL -- X. (1 - 2) Word choice and usage IXL -- Y. (1 - 2) Analogies IXL -- Z. (1 - 4) Context clues IXL -- AA. (1.) Domain-specific vocabulary IXL -- BB. (1 - 5) Reference skills  S.I. -- Figurative Meanings in Literature; Connotation and Denotation in Literature	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 1; 5; 12; 14 - 15 OLS --Unit 2: Telling Stories Lessons: 4; 9; 15 OLS --Unit 3: Avenues to Understanding Lessons: 2; 7; 9 - 10; 12; 15; 17 OLS -- Unit 4: Expanding Horizons Lessons: 1; 6; 8 - 10; 12; 14 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 3; 8; 13 - 14 OLS -- Unit 6: Skills Center; Language Lesson: 1  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 3 - 6; 10 - 11 OLS -- Unit 2: Powerful Expression Lessons: 1 - 2; 5; 11 - 16 OLS -- Unit 3: Truth and Identity Lessons: 1; 3 - 4; 9; 11 OLS -- Unit 4: Influential Lives Lessons: 3; 5; 9; 12; 15 OLS --Unit 5: Influential Words Lessons: 1; 4 - 5; 12; 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.8 ELA 7th Grade Adamo</a>
	7	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and response?	Diverse Media	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).	CC.1.2.7.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan	IXL -- G. (1 - 2) Analyzing literature	<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 3 OLS --Unit 3: Avenues to Understanding Lessons: 12 OLS -- Unit 7 Skills Center: Speaking and Listening Lessons:1 - 2 OLS -- Unit 8: Skills Center: Reading Lesson: 2  <b>ENG07B</b> OLS -- Unit 4: Influential Lives Lessons: 4; 8 OLS --Unit 5: Influential Words Lessons: 9; 11	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
			How do strategic readers create meaning from informational and literary text?			PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD						<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 7 OLS -- Unit 5: Instructing, Enlightening, and		<a href="#">Lesson SI Textual Evidence in Lit part 2 7th Grade Adamo</a>

formational Text \* Reading Informational Text \* Reading Informational Text \* Reading Informatic

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
7	Effective readers use appropriate strategies to construct meaning.	What is this text really about? How does interaction with text provoke thinking and response? How do readers know what to believe in what they read, hear, and view?	Evaluating Arguments	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	CC.1.2.7.H	Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.3.1.1	See Lesson Plan	S.I. -- (a.) Textual Evidence in Literature	Persuading Lessons: 11 - 14 OLS -- Unit 8: Skills Center: Reading Lesson: 2 OLS -- Unit 9: Skills Center: Writing Lesson: 2 ENG07B OLS -- Unit 1: What's Important Lessons: 15 OLS -- Unit 2: Powerful Expression Lessons: 1; 8 OLS -- Unit 3: Truth and Identity Lessons: 11; 15 - 16 OLS -- Unit 4: Influential Lives Lessons: 4; 14 OLS -- Unit 5: Influential Words Lessons: 12 - 14 OLS -- Unit 7: Skills Center: Speaking and Listening Lesson: 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Analysis Across Texts	Analyze how two or more authors present and interpret facts on the same topic.	CC.1.2.7.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.3.1.2	See Lesson Plan	IXL -- G. ( 1 - 2 ) Analyzing literature	ENG07A OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 10 - 12 OLS -- Unit 8: Skills Center: Reading Lesson: 3 ENG07B OLS -- Unit 3: Truth and Identity Lessons: 10; 12	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.10 ELA 7th Grade Adamo</a>
7	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).	CC.1.2.7.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan	IXL -- G. ( 1 - 2 ) Analyzing literature	ENG07A OLS --Unit 2: Telling Stories Lessons: 3 OLS --Unit 3: Avenues to Understanding Lessons:12 OLS -- Unit 7 Skills Center: Speaking and Listening Lesson: 2 ENG07B OLS -- Unit 4: Influential Lives Lessons: 4; 8 OLS --Unit 5: Influential Words Lessons: 9; 11	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
7	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response? How do readers know what to believe in what they read, hear, and view?	Evaluating Arguments	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	CC.1.2.7.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learner's communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.3.1.1	See Lesson Plan	IXL -- I. ( 1 - 2 ) Analyzing arguments SI -- (m.) Evaluate Arguments	ENG07A OLS --Unit 2: Telling Stories Lessons: 1; 5 OLS --Unit 3: Avenues to Understanding Lessons:12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 11 - 12 OLS -- Unit 9: Skills Center: Writing Lesson: 2 ENG07B OLS -- Unit 2: Powerful Expression Lessons: 8 OLS -- Unit 3: Truth and Identity Lessons: 11; 15 - 16 OLS -- Unit 4: Influential Lives Lessons: 4; 14 OLS --Unit 5: Influential Words Lessons: 12 - 14 OLS -- Unit 7: Skills Center: Speaking and Listening Lesson: 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson SI Evaluating Arguments 7th Grade Adamo</a>
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Analysis Across Texts	Analyze how two or more authors present and interpret facts on the same topic.	CC.1.2.7.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-C.3.2.1	See Lesson Plan	IXL -- H. ( 1 ) Analyzing informational texts	ENG07A OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 9 - 10; 12 ENG07B OLS -- Unit 3: Truth and Identity Lessons: 10; 12 -13	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.9 ELA 7th Grade Adamo</a>
		How do strategic readers create meaning from informational and literary text?				PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the					ENG07A OLS -- Unit 1: Reading and Writing for Life Lessons: 1; 6 - 8; 10 OLS -- Unit 2: Telling Stories Lessons: 1; 4; 8		<a href="#">Lesson 1.6 ELA 7th Grade Adamo</a>



		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
Reading Informational Text * Reading Informal Text * Reading Informal Text * Reading Informal Text	7	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Text Analysis	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	CC.1.2.7.B	PA English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	E07.B-K.1.1.1		IXL -- K. (1 - 4) Nonfiction book study S.I. -- Inferences and Generalizations in Literature	OLS -- Unit 4: Expanding Horizons Lessons: 4; 8 - 9; 12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 9 - 10; 11 - 13 OLS -- Unit 8: Skills Center: Reading Lessons: 1 - 3 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 2; 6 - 8; 10 OLS -- Unit 2: Powerful Expression Lessons: 1; 7 - 9 OLS -- Unit 3: Truth and Identity Lessons: 3; 9; 13 OLS -- Unit 4: Influential Lives Lessons: 2; 11 - 12 OLS -- Unit 5: Influential Words Lessons: 1; 11; 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
	7	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a readers purpose influence how text should be read?	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.7.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.		See Lesson Plan	IXL -- K. (1 - 4) Nonfiction book study	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 1 - 3; 7 - 8; 10 - 12 OLS -- Unit 2: Telling Stories Lessons: 1 - 9; 13 OLS -- Unit 3: Avenues to Understanding Lessons: 1 - 3 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 7; 11; 13 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1 - 3; 5 OLS -- Unit 2: Powerful Expression Lessons: 2 - 3 OLS -- Unit 3: Truth and Identity Lessons: 1 - 4; 9 - 16 OLS -- Unit 4: Influential Lives Lessons: 1 - 4 OLS -- Unit 5: Influential Words Lessons: 1; 8 - 12	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 3.2 ELA 7th Grade Adamo</a>
	7	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.7.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	E07.B-V.4.1.1 E03.B-V.4.1.2	See Lesson Plan	IXL -- T. (1 - 8) Prefixes and suffixes IXL -- U. (1 - 4) Greek and Latin roots IXL -- V. (1 - 2) Synonyms and antonyms IXL -- X. (1 - 2) Word choice and usage IXL -- Y. (1 - 2) Analogies IXL -- Z. (1 - 4) Context clues IXL -- AA. (1.) Domain-specific vocabulary IXL -- BB. (1 - 5) Reference skills SI -- (j.) Figurative Meanings in Literature	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 12; 15 OLS -- Unit 2: Telling Stories Lessons: 1; 4; 9; 15 OLS -- Unit 3: Avenues to Understanding Lessons: 1 - 2; 5; 7; 9 - 10; 12; 15; 17 OLS -- Unit 4: Expanding Horizons Lessons: 6; 10; 12; 14 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 3; 13 - 14 OLS -- Unit 6: Skills Center; Language Lesson: 1 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 3 - 4; 6 OLS -- Unit 2: Powerful Expression Lessons: 1 - 2; 5; 9 - 10 OLS -- Unit 3: Truth and Identity Lessons: 2; 6; 11; 13; 12; 15 OLS -- Unit 5: Influential Words Lessons: 1; 12; 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson SI Figurative Meanings in Literature 7th Grade Adamo</a>
7		Why learn new words? How do strategic readers create meaning from informational and literary text?		Determine or clarify the meaning of unknown		PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting, PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.					IXL -- T. (1 - 8) Prefixes and suffixes IXL -- U. (1 - 4) Greek and Latin roots IXL -- V. (1 - 2) Synonyms and antonyms IXL -- X. (1 - 2) Word choice and usage	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 12; 15 OLS -- Unit 2: Telling Stories Lessons: 1; 4; 15 OLS -- Unit 3: Avenues to Understanding Lessons: 2; 5; 7; 9 - 10; 12; 15; 17 OLS -- Unit 4: Expanding Horizons Lessons: 6; 10; 12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 3; 13 - 14 OLS -- Unit 6: Skills Center; Language Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button,	<a href="#">Lesson SI Affixes and Roots 7th Grade Adamo</a>

		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
		An expanded vocabulary enhances one's ability to express ideas and information.	What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.7.K		<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-V.4.1.1	See Lesson Plan	IXL -- Y. (1 - 2) Analogies IXL -- Z. (1 - 4) Context clues IXL -- AA. (1.) Domain-specific vocabulary IXL -- BB. (1 - 5) Reference skills SI (p.) Affixes and Roots	<b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 4 OLS -- Unit 2: Powerful Expression Lessons: 2; 5; 9 - 10 OLS -- Unit 3: Truth and Identity Lessons: 2; 6; 9; 11 OLS -- Unit 4: Influential Lives Lessons: 3; 12; 15 OLS --Unit 5: Influential Words Lessons: 1; 12 - 14	--Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
	7	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.7.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.B-V.4.1.1	See Lesson Plan	IXL -- T. (1 - 8) Prefixes and suffixes IXL -- U. (1 - 4) Greek and Latin roots IXL -- V. (1 - 2) Synonyms and antonyms IXL -- X. (1 - 2) Word choice and usage IXL -- Y. (1 - 2) Analogies IXL -- Z. (1 - 4) Context clues IXL -- AA. (1.) Domain-specific vocabulary IXL -- BB. (1 - 5) Reference skills	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 12; 15 OLS --Unit 2: Telling Stories Lessons: 1; 4; 15 OLS --Unit 3: Avenues to Understanding Lessons: 2; 5; 7; 9 - 10; 12; 15; 17 OLS -- Unit 4: Expanding Horizons Lessons: 6; 10; 12; 14 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 3 OLS -- Unit 6: Skills Center; Language Lesson: 1 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 3 - 4; 6 OLS -- Unit 2: Powerful Expression Lessons: 1 - 2; 5; 9 - 10 OLS -- Unit 3: Truth and Identity Lessons: 2; 6; 9; 11 OLS -- Unit 4: Influential Lives Lessons: 3; 12; 15 OLS --Unit 5: Influential Words Lessons: 1; 12 - 14 <b>Additional Text</b> Dickinson, Emily: "There Is No Frigate Like a Book"	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Dickinson, E. There Is No Frigate Like a Book part 2 7th Grade Adamo</a>
	7	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Point of View	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	CC.1.3.7.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		E07.A-C.2.1.1	Analyze Position	IXL -- D. (1 - 2) Point of View S.I. -- (h) Point of View and Purpose in Literature; (f) Characters S.I. -- (f) Point of View and Purpose in Informational Texts	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 5; 9; 12 OLS --Unit 2: Telling Stories Lessons: 2; 5 OLS --Unit 3: Avenues to Understanding Lessons: 2; 4 - 5; 12 - 14; 16 OLS -- Unit 4: Expanding Horizons Lessons: 13; 15 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 7 OLS -- Unit 8: Skills Center: Reading Lesson: 3 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 10 OLS -- Unit 3: Truth and Identity Lessons: 1 - 4; 9; 12; 16 OLS -- Unit 4: Influential Lives Lessons: 3; 7 OLS --Unit 5: Influential Words Lessons: 7 - 9; 13	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson SI Point of View and Purpose in Informational Texts 7th Grade Adamo</a>
	7		How does interaction with text provoke thinking and response? How do strategic readers create meaning from informational and literary text?				PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts					<b>ENG07A</b> OLS -- Unit 2: Telling Stories Lessons: 2 OLS -- Unit 3: Avenues to Understanding Lessons: 13 - 16 OLS -- Unit 4: Expanding Horizons Lessons: 5 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 11		<a href="#">Lesson 2.11 EIA 7th Grade Adamo</a>

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
Reading Literature * Reading Literature	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How does what readers read influence how they should read?	Text Structure	Analyze the development of the meaning through the overall structure of the text.	CC.1.3.7.E	necessary for academic success in the content area of Language Arts.		E07.A-C2.1.2	See Lesson Plan	IXL -- F. (1 - 6) Literary devices S.I. -- Structure of Literature	OLS -- Unit 8: Skills Center: Reading Lessons: 2 - 3 <b>ENG07B</b> OLS -- Unit 1: What's important Lessons: 3 ; 5 ; 11 OLS -- Unit 2: Powerful Expression Lessons: 11; 16 OLS -- Unit 3: Truth and Identity Lessons: 9 - 10; 12 OLS -- Unit 4: Influential Lives Lessons: 5; 7; 12 OLS --Unit 5: Influential Words Lessons: 10	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? How does interaction with text provoke thinking and response?	Text Structure	Analyze the development of the meaning through the overall structure of the text.	CC.1.3.7.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		E07.A-C.2.1.2	See Lesson Plan	IXL -- E. (1 - 4) Text Structure S.I. -- Structure of Literature	<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 2 OLS -- Unit 3: Avenues to Understanding Lessons: 13 - 16 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 11 OLS -- Unit 8: Skills Center: Reading Lessons: 2 - 3 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 5; 11; 16 OLS -- Unit 3: Truth and Identity Lessons: 9 - 10; 12 OLS -- Unit 4: Influential Lives Lessons: 5; 7; 9 OLS --Unit 5: Influential Words Lessons: 10	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Dickinson, E. There Is No Frigate Like a Book part 1 7th Grade Adamo</a>
	An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary?	Vocabulary	Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative connotative meanings.	CC.1.3.7.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.2.1.2	Connotative Meaning	IXL -- F. (1 - 6) Literary devices S.I. -- (j) Figurative Meanings in Literature; (k) Connotation and Denotation in Literature	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 4 - 5; 12; 14 - 15 OLS --Unit 2: Telling Stories Lessons: 1; 4; 15 OLS --Unit 3: Avenues to Understanding Lessons: 2; 5; 9 - 10; 12 - 13; 15; 17 OLS -- Unit 4: Expanding Horizons Lessons: 1; 6; 8 - 10; 12; 14 - 16 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 8 - 9; 13-14 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 1; 3 - 6; 10 - 11 OLS -- Unit 2: Powerful Expression Lessons: 1 - 2; 5; 10 - 16 OLS -- Unit 3: Truth and Identity Lessons: 1 - 4; 6; 9; 11 OLS -- Unit 4: Influential Lives Lessons: 3; 5; 9; 12; 15 OLS --Unit 5: Influential Words Lessons: 4 - 5; 12 - 14	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 1.4 ELA 7th Grade Adamo part 2</a>
	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Sources of Information	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	CC.1.3.7.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			Techniques	IXL -- M. (1 - 2) Visual elements	<b>ENG07A</b> OLS --Unit 2: Telling Stories Lesson: 3 OLS --Unit 3: Avenues to Understanding Lesson: 12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 13-16 <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 3 OLS -- Unit 4: Influential Lives Lessons: 4; 8 OLS --Unit 5: Influential Words Lessons: 9; 11	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?					PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.					<b>ENG07A</b> OLS --Unit 3: Avenues to Understanding Lessons: 1; 12; 15 - 16 OLS -- Unit 8: Skills Center: Reading Lesson: 3		<a href="#">Lesson 1.4 ELA 7th Grade Adamo part 2</a>



		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
		Effective readers use appropriate strategies to construct meaning.	<p>Why learn new words?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p>	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.7.J	Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf	E07.A-V.4.1.1	See Lesson Plan	<p>IXL -- U. (1 - 4) Greek and Latin roots</p> <p>IXL -- V. (1 - 2) Synonyms and antonyms</p> <p>IXL -- X. (1 - 2) Word choice and usage</p> <p>IXL -- Y. (1 - 2) Analogies</p> <p>IXL -- Z. (1 - 4) Context clues</p> <p>IXL -- AA. (1.) Domain-specific vocabulary</p> <p>IXL -- BB. (1 - 5) Reference skills</p> <p>SI -- (g) Precise Language and Sensory Details</p>	<p>LESSONS: 6, 7, 9, 10, 12, 17</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 1; 14 - 16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 13 - 14</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 1; 3 - 4; 6; 12</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 1; 3 - 5; 9 - 10</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 9; 11</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12; 14 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 1; 4; 12 - 14; 16</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Settings to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.:</p>	
		An expanded vocabulary enhances one's ability to express ideas and information.	<p>How do strategic readers create meaning from informational and literary text?</p> <p>Why learn new words?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p>	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.7.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf	E07.A-V.4.1.1	See Lesson Plan	<p>IXL -- T. (1 - 8) Prefixes and suffixes</p> <p>IXL -- U. (1 - 4) Greek and Latin roots</p> <p>IXL -- V. (1 - 2) Synonyms and antonyms</p> <p>IXL -- X. (1 - 2) Word choice and usage</p> <p>IXL -- Y. (1 - 2) Analogies</p> <p>IXL -- Z. (1 - 4) Context clues</p> <p>IXL -- AA. (1.) Domain-specific vocabulary</p> <p>IXL -- BB. (1 - 5) Reference skills</p> <p>SI - (g.) Precise Language and Sensory Detail</p>	<p><b>ENG07A</b></p> <p>OLS -- Unit 1: Reading and Writing for Life Lessons: 12; 15</p> <p>OLS --Unit 2: Telling Stories Lessons: 1; 4; 15</p> <p>OLS --Unit 3: Avenues to Understanding Lessons: 2; 5; 7; 9 - 10; 12; 15; 17</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 1; 10; 14 - 16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 13 - 14</p> <p>OLS -- Unit 6: Skills Center; Language Lesson: 1</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 1; 3 - 4; 6; 12</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 1; 3 - 5; 9 - 10</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 9; 11</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12; 14 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 1; 12 - 14</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Settings to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	Lesson SI Precise Language and Sensory Details 7th Grade Adamo
7		An expanded vocabulary enhances one's ability to express ideas and information.	<p>Why learn new words?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p>How do learners develop and refine their vocabulary?</p>	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word of phrase important to comprehension or expression.	CC.1.3.7.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf	E07.A-V.4.1.1 E07.A-V.4.1.2	See Lesson Plan	<p>IXL -- T. (1 - 8) Prefixes and suffixes</p> <p>IXL -- U. (1 - 4) Greek and Latin roots</p> <p>IXL -- V. (1 - 2) Synonyms and antonyms</p> <p>IXL -- X. (1 - 2) Word choice and usage</p> <p>IXL -- Y. (1 - 2) Analogies</p> <p>IXL -- Z. (1 - 4) Context clues</p> <p>IXL -- AA. (1.) Domain-specific vocabulary</p> <p>IXL -- BB. (1 - 5) Reference skills</p> <p>SI (J.) - Technical Meanings</p>	<p><b>ENG07A</b></p> <p>OLS -- Unit 1: Reading and Writing for Life Lessons: 12; 15</p> <p>OLS --Unit 2: Telling Stories Lessons: 1; 4; 15</p> <p>OLS --Unit 3: Avenues to Understanding Lessons: 1 - 2; 5; 9 - 10; 12; 15; 17</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 1; 10; 14 - 16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 1; 13 - 15</p> <p>OLS -- Unit 6: Skills Center; Language Lesson: 1</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 1; 3 - 4; 6; 12</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 1; 3 - 5; 9 - 10; 16</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 11; 13</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12; 14 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 1; 12 - 14; 16</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Settings to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	Lesson SI Technical Meaning 7th Grade Adamo
			Why do writers write?				PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language							Lesson 5.13 ELA 7th Grade Adamo

		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List	
7	writing * Writing * Writing * Writing * Writing	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What is the purpose?	Focus for Writing	Informational: Identify and introduce the topic clearly, including a preview of what is to follow. Argumentative: Introduce and state an opinion on a topic. Narrative: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	CC.1.4.7.B CC.1.4.7.H CC.1.4.7.N	learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf	E07.C.1.1.1 E07.C.1.2.1 E07.C.1.3.1 E07.E.1.1.1	See Lesson Plan	IXL -- N. (1 - 3) Organizing writing	<p>LESSON 7: 9</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 13-16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 7; 13-16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 12 - 16</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 3 - 9 - 10; 16</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 5 - 7; 13; 16</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 11 - 14; 16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p>	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.		
		Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CC.1.4.7.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf		See Lesson Plan	IXL -- R. (1 - 7) Editing and revising		<p><b>ENG07A</b></p> <p>OLS -- Unit 1: Reading and Writing for Life Lessons: 13 - 16</p> <p>OLS --Unit 2: Telling Stories Lessons: 9 - 14; 16</p> <p>OLS --Unit 3: Avenues to Understanding Lessons: 6 - 7; 9</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 13 - 16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 6; 13- 16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 12 - 16</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 3 - 9 - 10; 16</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 5 - 6; 13; 16</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 11 - 14; 16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p>	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.14 ELA 7th Grade Adamo</a>
		What is the purpose?													
		Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Content for Writing	Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. Argumentative: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	CC.1.4.7.C CC.1.4.7.I CC.1.4.7.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	CanDo-KeyUses-Gr-6-8.pdf	E07.C.1.2.2 E07.E.1.1.2 E07.C.1.3.2 E07.C.1.3.4			<p><b>ENG07A</b></p> <p>OLS -- Unit 1: Reading and Writing for Life Lessons: 12 - 16</p> <p>OLS --Unit 2: Telling Stories Lessons: 9 - 14; 16</p> <p>OLS --Unit 3: Avenues to Understanding Lessons: 6 - 10</p> <p>OLS -- Unit 4: Expanding Horizons Lessons: 13 - 16</p> <p>OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 5; 13 - 16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p> <p><b>ENG07B</b></p> <p>OLS -- Unit 1: What's Important Lessons: 12 - 16</p> <p>OLS -- Unit 2: Powerful Expression Lessons: 3 - 9 - 10; 16</p> <p>OLS -- Unit 3: Truth and Identity Lessons: 5 - 7; 13; 16</p> <p>OLS -- Unit 4: Influential Lives Lessons: 12 - 16</p> <p>OLS --Unit 5: Influential Words Lessons: 11 - 16</p> <p>OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3</p>	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.15 ELA 7th Grade Adamo</a>	
		Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.		Organization for Writing	Informative: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Argumentative: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.	CC.1.4.7.D CC.1.4.7.J CC.1.4.7.P	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1W Label events in a story with sequence words (e.g. first, second, then, last) using an illustrated narrative or informational text. Proficiency Level 2: Emerging: 16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g. After that...; Finally...). Proficiency Level 3: Developing: 16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart. Proficiency Level 4: Expanding: 16.2.6-8.4W Construct a paragraph that uses some technical language (e.g. initially, finally) to convey sequence using model papers. Proficiency Level 5: Bridging: 16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6	Classification Definition	IXL -- O. (1 - 7) Developing and supporting arguments					



		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
Writing	7	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CC.1.4.7.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6	See Lesson Plan	S.I. -- Textual Evidence in Literature	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 6 OLS --Unit 2: Telling Stories Lessons: 1; 5 OLS --Unit 3: Avenues to Understanding Lessons: 1; 16 OLS -- Unit 4: Expanding Horizons Lessons: 2; 5; 11 - 12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 3; 11 - 12  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 12; 16 OLS -- Unit 2: Powerful Expression Lessons: 7 - 8; 15 OLS -- Unit 3: Truth and Identity Lessons: 13 OLS -- Unit 4: Influential Lives Lessons: 12; 14; 16 OLS --Unit 5: Influential Words Lessons: 12 - 14 OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 2.15 ELA 7th Grade Adamo</a>
	7	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CC.1.4.7.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan	IXL -- S. (1 - 3) Research skills	<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 14 - 15 OLS --Unit 3: Avenues to Understanding Lessons: 6 - 10 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 3; 13 -15 OLS -- Unit 9: Skills Center: Writing Lesson:2 - 3  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 13 OLS -- Unit 2: Powerful Expression Lessons: 6; 9 - 10; 16 OLS -- Unit 3: Truth and Identity Lessons: 13; 16 OLS -- Unit 4: Influential Lives Lessons: 12 - 16 OLS --Unit 5: Influential Words Lessons: 11 - 16 OLS -- Unit 8: Skills Center: Reading Lessons: 1 - 3 OLS -- Unit 9: Skills Center: Writing Lessons: 1 - 3	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 9.2 ELA 7th Grade Adamo</a>
			What does a reader look for and how can s/he find it?	Conducting Research	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	CC.1.4.7.V						<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		
		How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	CC.1.4.7.W	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>								
Listening	7	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?	Collaborative Discussion	Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.  Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.7.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.		See Lesson Plan		<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 1; 6; 13 OLS --Unit 2: Telling Stories Lessons: 12 OLS --Unit 3: Avenues to Understanding Lessons: 1; 5 OLS -- Unit 4: Expanding Horizons Lessons: 7; 14; 16 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 8; 13 - 14 OLS -- Unit 7 Skills Center: Speaking and Listening Lessons: 1 - 2  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 13 OLS -- Unit 4: Influential Lives Lessons: 12- 15	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.8 ELA 7th Grade Adamo</a>
			How do active listeners make meaning?	Critical Listening	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	CC.1.5.7.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards. Proficiency Level 2: Emerging: 16.2.6-8.2S Describe the main idea using short phrases with a partner. Proficiency Level 3: Developing: 16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4. Proficiency Level 4: Expanding: 16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4. Proficiency Level 5: Bridging: 16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g. a partner, notes, rehearsal time).		See Lesson Plan		<b>ENG07A</b> OLS -- Unit 1: Reading and Writing for Life Lessons: 7 OLS --Unit 2: Telling Stories Lessons: 1 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 7; 11; 13 OLS -- Unit 7 Skills Center: Speaking and Listening Lesson: 2 OLS -- Unit 9: Skills Center: Writing Lesson: 2  <b>ENG07B</b> OLS -- Unit 1: What's Important Lessons: 13 OLS -- Unit 2: Powerful Expression Lessons: 8 OLS -- Unit 3: Truth and Identity Lessons: 11; 14 - 16	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 2.1ELA 7th Grade Adamo</a>

		Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL/Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
Speaking and Listening * Speaking at 7	Effective speakers prepare and communicate messages to address the audience and purpose.		How do task, purpose, and audience influence how speakers craft and deliver a message?	Evaluating Information	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	CC.1.5.7.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan	IXL -- A. (1.) Main Idea	<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 4 - 5 OLS --Unit 3: Avenues to Understanding Lessons: 13 - 16 OLS -- Unit 4: Expanding Horizons Lessons: 2; 5; 11 - 12 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 7 OLS -- Unit 7 Skills Center: Speaking and Listening Lesson: 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 2.4 ELA 7th Grade Adamo</a>
		How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English									Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		CC.1.5.7.G
			How do task, purpose, and audience influence how speakers craft and deliver a message?	Multimedia	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	CC.1.5.7.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan		<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 10 OLS --Unit 3: Avenues to Understanding Lessons: 10 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 5 - 6; 13 OLS -- Unit 7 Skills Center: Speaking and Listening Lesson: 2 OLS -- Unit 9: Skills Center: Writing Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	
		How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task									Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		CC.1.5.7.D
			How do speakers employ language and utilize resources to effectively communicate a message?	Context		CC.1.5.3.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		See Lesson Plan		<b>ENG07A</b> OLS --Unit 2: Telling Stories Lessons: 10 OLS --Unit 3: Avenues to Understanding Lessons: 2; 10 OLS -- Unit 4: Expanding Horizons Lessons: 14 OLS -- Unit 5: Instructing, Enlightening, and Persuading Lessons: 2 - 6; 13 OLS -- Unit 7 Skills Center: Speaking and Listening Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Active listeners make	What do good listeners do?	Collaborative Discussion	Engage effectively in a range of collaborative discussions, CC.1.5.8.A	CC.1.5.8.A	language learners communicate in	Standard Area - ELD 16.2.6-8	None Available	None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.1 ELA-A 8th</a>
8			Critical Listening	Delineate a speaker's argument and specific claims, CC.1.5.8.B	CC.1.5.8.B	language learners communicate in	Standard Area - ELD 16.2.6-8	None Available	None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.6 ELA-A 8th</a>
8			Evaluating Information	Analyze the purpose of information presented in diverse CC.1.5.8.C	CC.1.5.8.C	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	None Available	None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 8.2 ELA-B 8th</a>
8	Effective speakers prepare	How do task, purpose, and	Conventions of Standard	Demonstrate command of the conventions of standard CC.1.5.8.G	CC.1.5.8.G	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		Theme and Central Idea	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">SI Theme and Central</a>
8	Effective speakers prepare	How do speakers employ language	Multimedia	Integrate multimedia and visual displays into CC.1.5.8.F	CC.1.5.8.F	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 8.7 ELA-B 8th</a>
8	Effective speakers prepare	How do task, purpose, and	Purpose, Audience and Task	Present claims and findings, emphasizing salient points in CC.1.5.8.D	CC.1.5.8.D	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Claims	None Available	ENG08AE3	Text Read Aloud,	None Available
8			Context	Adapt speech to a variety of contexts and tasks. CC.1.5.8.E	CC.1.5.8.E	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Context	None Available	ENG08AE3	Text Read Aloud,	None Available
8	Critical thinkers actively	How do readers' know what to	Point of View	Determine an author's point of view or purpose in a text CC.1.2.8.D	CC.1.2.8.D	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.2.1.1	Point of View and Purpose	Intentionally Blank	CC.1.2.8.D Determine an	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.2 ELA-A 8th</a>
8	Effective readers use	How do strategic readers create	Text Structure	Analyze the structure of the text through evaluation of the CC.1.2.8.E	CC.1.2.8.E	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.2.1.2	Text Structure	Intentionally Blank	CC.1.2.8.E	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.7 ELA-B 8th</a>
8	An expanded vocabulary	How does one develop and refine	Vocabulary	Analyze the influence of the words and phrases in a text CC.1.2.8.F	CC.1.2.8.F	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.2.1.3	Context Clues in	Intentionally Blank	CC.1.2.8.F	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.15 ELA-A 8th</a>
8	Effective readers use	How do strategic readers create	Diverse Media	Evaluate the advantages and disadvantages of using CC.1.2.8.G	CC.1.2.8.G	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	None available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.8 ELA-A 8th</a>
8			Evaluating Arguments	Evaluate author's arguments, reasoning, and specific CC.1.2.8.H	CC.1.2.8.H	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.3.1.1	Evaluate Arguments	Intentionally Blank	CC.1.2.8.H Evaluate authors'	ENG08AE3	Text Read Aloud,	<a href="#">SI Evaluating</a>
8			Analysis Across Texts	Analyze two or more texts that provide conflicting CC.1.2.8.I	CC.1.2.8.I	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.3.1.2	Analyze Conflicting	Intentionally Blank	CC.1.2.8.I Analyze two or more	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 8.2 ELA-A 8th</a>
8		How do readers' know what to	Evaluating Arguments	Evaluate author's arguments, reasoning, and specific CC.1.2.8.H	CC.1.2.8.H	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.3.1.1	Evaluate Arguments	Intentionally Blank	CC.1.2.8.H Evaluate authors'	ENG08AE3	Text Read Aloud,	<a href="#">SI Evaluating</a>
8	Effective readers use	How do strategic readers create	Main Idea	Determine a central idea of a text and analyze its CC.1.2.8.A	CC.1.2.8.A	language learners communicate in	Standard Area - ELD 16.2.6-8	E08.B-K.1.1.2	Central Ideas	Objective summary	CC.1.2.8.A	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.4 ELA-A 8th</a>
8			Text Analysis	Cite the textual evidence that most strongly supports an CC.1.2.8.B	CC.1.2.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-K.1.1.1	Textual Evidence in	Intentionally Blank	CC.1.2.8.B	ENG08AE3	Text Read Aloud,	<a href="#">SI Text Evidence 8th</a>
8			Text Analysis	Analyze how a text makes connections among and CC.1.2.8.C	CC.1.2.8.C	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-K.1.1.3	Individuals, Ideas, and	Intentionally Blank	CC.1.2.8.C	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 8.2 ELA-B 8th</a>
8		What is this text really about?	Main Idea	Determine a central idea of a text and analyze its CC.1.2.8.A	CC.1.2.8.A	language learners communicate in	Standard Area - ELD 16.2.6-8	E08.B-K.1.1.2	Central Ideas	Objective summary	CC.1.2.8.A	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.5 ELA-B 8th</a>
8			Text Analysis	Cite the textual evidence that most strongly supports an CC.1.2.8.B	CC.1.2.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-K.1.1.1	Textual Evidence in	Intentionally Blank	CC.1.2.8.B	ENG08AE3	Text Read Aloud,	<a href="#">SI Text Evidence 8th</a>
8		How does interaction with text	Text Analysis	Cite the textual evidence that most strongly supports an CC.1.2.8.B	CC.1.2.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-K.1.1.1	Textual Evidence in	Intentionally Blank	CC.1.2.8.B	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.3 ELA-A 8th</a>
8	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Text Analysis	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.B	CC.1.2.8.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. CC.1.2.8.B	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-K.1.1.1	Textual Evidence in Informational Texts Inferences and Generalizations in Informational Texts	Intentionally Blank	CC.1.2.8.B Text evidence (6) Text evidence in nonfiction books (2)	ENG08AE3 Unit 1 "Life Stories" Lessons: 1, 3-5, 12, 14 Unit 3 "Lights in the Darkness" Lessons: 5, 11, 14 Unit 5 "Just the Facts" Lessons: 1, 8, 10, 11, 15  ENG08BE3 Unit 2 "Persistence and Persuasion" Lesson: 2 Unit 3 "Dive Deep into Literature" Lesson: 9 Unit 4 "Enduring Truths" Lesson: 7 Unit 5 "Explorations and Explanations" Lesson: 6	Text Read Aloud, Focus Window, Highlight to Define Words, Highlight to Translate Words, Text Transcript, Settings to alter voice speed, Extended Time, Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.8 ELA-A 8th</a> <a href="#">SI Evaluating</a> <a href="#">Lesson 8.2 ELA-B 8th</a> <a href="#">SI Text Evidence 8th</a> <a href="#">Lesson 1.4 ELA-A 8th</a> <a href="#">SI Text Evidence 8th</a> <a href="#">Lesson 8.2 ELA-B 8th</a> <a href="#">Lesson 5.5 ELA-B 8th</a> <a href="#">SI Text Evidence 8th</a> <a href="#">Lesson 1.3 ELA-A 8th</a>
8	Effective readers use	How do strategic readers create	Range of Reading	Read and comprehend literary non-fiction and CC.1.2.8.L	CC.1.2.8.L	language learners communicate in	Standard Area - ELD 16.2.6-8		None Available	Intentionally Blank	CC.1.2.8.L	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.9 ELA-A 8th</a>
8	An expanded vocabulary	Why learn new words?	Vocabulary Acquisition and	Acquire and use accurately grade-appropriate general CC.1.2.8.J	CC.1.2.8.J	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-C.3.1.2	Analyze Conflicting	Intentionally Blank	CC.1.2.8.J	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.1 ELA-A 8th</a>
8		Why learn new words?	Vocabulary Acquisition and	Determine or clarify the meaning of unknown and CC.1.2.8.K	CC.1.2.8.K	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-V.4.1.1	Context Clues in Informator	Intentionally Blank	CC.1.2.8.K	ENG08AE3	Text Read Aloud,	<a href="#">SI Context Clues in</a>
8	Effective readers use	How do strategic readers create	Vocabulary Acquisition and	Determine or clarify the meaning of unknown and CC.1.2.8.K	CC.1.2.8.K	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.B-V.4.1.1	Context Clues in	Intentionally Blank	CC.1.2.8.K	ENG08AE3	Text Read Aloud,	<a href="#">SI Tech Meanings 8th</a>
8	Critical thinkers actively	How do readers know what to	Point of View	Determine an author's point of view or purpose in a text CC.1.3.8.D	CC.1.3.8.D	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.2.1.1	Point of View and Purpose	Conflicting Evidence	CC.1.3.8.D Analyze how	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 4.9 ELA-A 8th</a>
8		How does interaction with text	Text Structure	Analyze the development of the meaning through the CC.1.3.8.E	CC.1.3.8.E	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.2.1.2	Compare and Contrast	Intentionally Blank	CC.1.3.8.E Compare and	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.4 ELA-A 8th</a>
8		How does interaction with text	Vocabulary	Analyze the influence of the words and phrases in a text CC.1.3.8.F	CC.1.3.8.F	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.2.1.3	Meaning and Tone in	Tone	CC.1.3.8.F	ENG08AE3		<a href="#">Lesson 2.2 ELA-A 8th</a>
8	Effective readers use	How do strategic readers create	Text Structure	Analyze the development of the meaning through the CC.1.3.8.E	CC.1.3.8.E	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.2.1.2	Compare and Contrast	Intentionally Blank	CC.1.3.8.E Compare and	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 4.10 ELA-A 8th</a>
8	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze the influence of the words and phrases in a text CC.1.3.8.F	CC.1.3.8.F	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.2.1.3	Meaning and Tone in	Tone	CC.1.3.8.F	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 4.6 ELA-A 8th</a>
8	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear and view?	Sources of Information	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.G	CC.1.3.8.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. CC.1.3.8.G	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.A-C.2.1.1	Compare and Contrast Structures in Literature	Intentionally Blank	None Available	ENG08AE3 Unit 4 "Telling Tales" Lesson: 11	Text Read Aloud, Focus Window, Highlight to Define Words, Highlight to Translate Words, Text Transcript, Settings to alter voice speed, Extended Time, Individualized modifications per lesson available in lesson plan	<a href="#">SI Compare and Contrast 8th Grade</a> <a href="#">Denithorne.pdf</a>
8	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear and view?	Text Analysis	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.H	CC.1.3.8.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. CC.1.3.8.H	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-C.3.1.1	Cultural Literature	Intentionally Blank	CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. (2)	ENG08BE3 Unit 5 "Explorations and Explanations" Lessons: 13-14	Text Read Aloud, Focus Window, Highlight to Define Words, Highlight to Translate Words, Text Transcript, Settings to alter voice speed, Extended Time, Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 5.13 ELA-B 8th</a> <a href="#">Grade_McCoy.pdf</a>
8	Effective readers use	How do strategic readers create	Theme	Determine a theme or central idea of a text and analyze CC.1.3.8.A	CC.1.3.8.A	language learners communicate in	Standard Area - ELD 16.2.6-8	E08.A-K.1.1.2	Theme or Central Idea in	Intentionally Blank	CC.1.3.8.A Determine a theme	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 5.4 ELA-B 8th</a>
8			Text Analysis	Cite the textual evidence that most strongly supports an CC.1.3.8.B	CC.1.3.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-K.1.1.1	Textual Evidence in	Intentionally Blank	CC.1.3.8.B	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.7 ELA-B 8th</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; EL; Enrichment)	Lesson Plan List
8			Literary Elements	Analyze how particular lines of dialogue or incidents in a	CC.1.3.8.C	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-K.1.3	Characters	Dialogue Characterization	CC.1.3.8.C Analyze how	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 8.3 ELA-A 8th</a>
	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.8.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text. Proficiency Level 2: Emerging: 16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text. Proficiency Level 3: Developing: 16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner. Proficiency Level 4: Expanding: 16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group. Proficiency Level 5: Bridging: 16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.		None Available	Intentionally Blank	CC.1.3.8.K Short stories (2) Literary passages (4) Comparing texts (1)	ENG08AE3 Unit 2 "Voices and Viewpoints" Lessons: 1-3 Unit 4 "Telling Tales" Lessons: 1-13  ENG08BE3 Unit 1 "The Power of Poetry" Lessons: 1-5, 7-11 Unit 3 "Dive Deep into Literature" Lessons: 1-10 Unit 4 "Enduring Truths" Lessons: 1-6, 8, 9 Unit 5 "Explorations and Explanations" Lessons: 1-5, 8, 11-14	Text Read Aloud, Focus Window, Highlight to Define Words, Highlight to Translate Words, Text Transcript, Settings to alter voice speed, Extended Time, Individualized modifications per lesson available in lesson plan	<a href="#">Lesson 1.3 ELA-A 8th</a> <a href="#">Grade_Denithorne.pdf</a>
8	Effective readers use	How do strategic readers create	Strategies	Determine or clarify the meaning of unknown and	CC.1.3.8.I	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-V.4.1.1	Context Clues in Literature	Intentionally Blank	CC.1.3.8.I	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.1 ELA-B 8th</a>
8	An expanded vocabulary	How do strategic readers create	Strategies	Determine or clarify the meaning of unknown and	CC.1.3.8.I	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-V.4.1.1	None Available	Intentionally Blank	CC.1.3.8.I	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.9 ELA-B 8th</a>
8	Why learn new words?	Why learn new words?	Vocabulary Acquisition and	Acquire and use accurately grade-appropriate general	CC.1.3.8.J	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.A-V.4.1.1	Context Clues in Literature	Intentionally Blank	CC.1.3.8.J	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.11 ELA-B 8th</a>
8	Audience and purpose	Why do writers write?	Focus for Writing	Informational: Identify and introduce the topic clearly,	CC.1.4.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.C.1.1.1	Introduce and Conclude	Intentionally Blank	CC.1.4.8.B Identify and	CC.1.4.8.B	Text Read Aloud,	<a href="#">Lesson 9.3 ELA-A 8th</a>
8	Why do writers write?	Why do writers write?	Range of Writing	Write routinely over extended time frames (time for	CC.1.4.8.X	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 7.1 ELA-B 8th</a>
8	What makes clear and effective	What makes clear and effective	Content for Writing	Informational: Develop and analyze the topic with	CC.1.4.8.C	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	F08.C.1.1.2	Support and Develop	Intentionally Blank	CC.1.4.8.C	CC.1.4.8.C	Text Read Aloud,	<a href="#">SI Support and</a>
8			Organization for Writing	Informational: Organize ideas, concepts, and information	CC.1.4.8.D	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.C.1.1.1	Introduce and Conclude	Claim Counterclaim	CC.1.4.8.D	CC.1.4.8.D	Text Read Aloud,	<a href="#">Lesson 2.13 ELA-B 8th</a>
8			Production and Distribution	With some guidance and support from peers and adults,	CC.1.4.8.T	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	CC.1.4.8.T	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 1.7 ELA-A 8th</a>
8	Who is the audience?	Who is the audience?	Writing Style	Write with an awareness of the stylistic aspects of	CC.1.4.8.E	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.C.1.2.4	Precise Language and	Intentionally Blank	CC.1.4.8.E.1	CC.1.4.8.E	Text Read Aloud,	<a href="#">Lesson 4.14 ELA-A 8th</a>
8	Rules of grammar and	How do grammar and the	Writing Conventions	Demonstrate a grade appropriate command of the	CC.1.4.8.F	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E08.D.1.1.1		Verbals • Gerunds •	CC.1.4.8.F	CC.1.4.8.F	Text Read Aloud,	<a href="#">Lesson 2.1 ELA-B 8th</a>
8	Critical thinkers actively	How do readers know what to	Response to Literature	Draw evidence from literary or informational texts to	CC.1.4.8.B	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	E06.E.1.1.1	None Available	Intentionally Blank	CC.1.4.8.B Identify and	CC.1.4.8.B	Text Read Aloud,	<a href="#">Lesson 4.9 ELA-A 8th</a>
8	Effective research requires	How does one best present	Technology and Publication	Use technology, including the Internet, to produce and	CC.1.4.8.U	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 7.1 ELA-B 8th</a>
8	What does a reader look for and	What does a reader look for and	Conducting Research	Conduct short research projects to answer a question	CC.1.4.8.V	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	None Available	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.13 ELA-B 8th</a>
8	How does a reader know a source	How does a reader know a source	Credibility, Reliability, and	Gather relevant information from multiple print and	CC.1.4.8.W	language learners communicate in	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		None Available	Intentionally Blank	CC.1.4.8.W	ENG08AE3	Text Read Aloud,	<a href="#">Lesson 2.13 ELA-B 8th</a>



2024 -2029 Charter Renewal Application

## **High School ELA Framework**

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.3.1; L.N.1.3.2;	Assumption	Vocabulary	Summarizing Central Ideas and Purpose: The	Text audio	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.3.1; L.N.1.3.2;			Author's Purpose and Viewpoint in The Dark	Differentiation selected	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.1.1; L.N.1.1.2;			Comparing Argumentative Text: Silent Spring	Differentiation selected	L.N.1.1.1
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.3.1; L.N.2.3.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	L.N.2.3.1
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	C.C.1.2.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	L.N.1.1.1
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	L.N.1.1.1
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.2.1; L.N.2.2.2;			Comparing Accounts of Iqbal's Story	Differentiation selected	L.N.2.2.1
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.5.1; L.N.2.5.2;			Comparing Accounts of Iqbal's Story	Differentiation selected	L.N.2.5.1
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Comparing Argumentative Text: Silent Spring	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;			Improving Vocabulary with Word Parts and	Differentiation selected	L.N.1.2.1
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;	Improving Vocabulary with Word Parts and	Differentiation selected	L.N.1.2.1		
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	An Introduction to Shakespeare and Romeo and	Differentiation selected			
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;	An Introduction to Shakespeare and Romeo and	Differentiation selected	L.F.1.1.1		
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;	Assumption	Vocabulary	Characterization, Theme, and Irony in "The Gift	Differentiation selected	L.F.1.1.1
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.N.1.1.2;			Character and Point of View in "The Most	Differentiation selected	L.F.1.1.1
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	L.F.2.3.1
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			An Introduction to Shakespeare and Romeo and	Differentiation selected	L.F.1.1.1
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Content and Style in Emily Dickinson's Poems	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Creating a Storyboard for a Shakespeare Scene	Differentiation selected	L.F.2.2.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Descriptive Language and Character: Iqbal	Differentiation selected	L.F.2.2.1
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;			Improving Vocabulary with Word Parts and	Differentiation selected	L.F.1.2.1
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;			Improving Vocabulary with Word Parts and	Differentiation selected	L.F.1.2.1
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Multimedia Presentation	Differentiation selected			
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;	Syntax	Vocabulary	Researching and Writing about a Mythical	Differentiation selected	
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Creating a Multimedia Presentation	Differentiation selected	C.I.E.1.1.1
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Researching and Writing about a Mythical	Differentiation selected	C.I.E.1.1.1
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Researching and Writing about a Mythical	Differentiation selected	C.I.E.1.1.1
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Punctuating Restrictive and Nonrestrictive	Differentiation selected	C.I.E.1.1.1
9-10				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a			Writing an Argumentative Essay about Fire	Differentiation selected	
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Writing an Argumentative Essay about Fire	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Writing an Argumentative Essay about Fire	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Writing an Argumentative Essay about Fire	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Creating a Blog	Differentiation selected	C.A.1.1.1
9-10	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade-	CC.1.4.9-10.L	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Creating a Blog	Differentiation selected	C.A.1.1.1		
9-10				Write narratives to develop	CC.1.4.9-10.M	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Why am I writing? What is my	Focus for	Informational: Write with a	CC.1.4.9-10.N	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.O	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.P	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.Q	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.R	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Simple Sentences: Sentence Parts, Verb Tense,	Differentiation selected			
9-10	Critical thinkers actively	How do readers know what to	Response to	Draw evidence from literary or	CC.1.4.9-10.S	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	An Introduction to Shakespeare and Romeo and	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Production and	Develop and strengthen writing	CC.1.4.9-10.T	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Researching and Writing about a Mythical	Differentiation selected			
9-10	Effective research	How does one best present	Technology and	Use technology, including the	CC.1.4.9-10.U	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Argument Technique in Martin Luther King, Jr.'s	Differentiation selected			
9-10	Effective research	What does a reader look for	Conducting	Conduct short as well as more	CC.1.4.9-10.V	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Effective research	How does a reader know a	Credibility,	Gather relevant information	CC.1.4.9-10.W	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Audience and purpose	Why do writers write? What is	Range of	Write routinely over extended	CC.1.4.9-10.X	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Collaborative	Initiate and participate	CC.1.5.9-10.A	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Speaking and Listening: Effective Group	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Critical	Evaluate a speaker's	CC.1.5.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Speaking and Listening: Effective Group	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Evaluating	Integrate multiple sources of	CC.1.5.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Purpose,	Present information, findings,	CC.1.5.9-10.D	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Context	Adapt speech to a variety of	CC.1.5.9-10.E	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Multimedia	Make strategic use of digital	CC.1.5.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Conventions of	Demonstrate command of the	CC.1.5.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.3.1; L.N.1.3.2;	Assumption	Vocabulary	Central Ideas and Description in The Ancient City	Text audio	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.3.1; L.N.1.3.2;			Author's Purpose and Viewpoint in The Dark	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.1.1; L.N.1.1.2;			Analyzing the Series of Events in Outcasts United	Differentiation selected	
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.3.1; L.N.2.3.2;			Analyzing the Series of Events in Outcasts United	Differentiation selected	
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	C.C.1.2.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.2.1; L.N.2.2.2;			Comparing Accounts of Iqbal's Story	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.5.1; L.N.2.5.2;			Comparing Accounts of Iqbal's Story	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Comparing Argumentative Text: Silent Spring	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;			Improving Vocabulary with Word Parts and	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;			Improving Vocabulary with Word Parts and	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			Characterization, Theme, and Irony in "The Gift	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;			Character and Point of View in "The Most	Differentiation selected	
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Argument Technique in Martin Luther King, Jr.'s	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Content and Style in Emily Dickinson's Poems	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Creating a Storyboard for a Shakespeare Scene	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Descriptive Language and Character: Iqbal	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;	Improving Vocabulary with Word Parts and	Differentiation selected			
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;	Improving Vocabulary with Word Parts and	Differentiation selected			
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	An Introduction to Shakespeare and Romeo and	Differentiation selected			
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Multimedia Presentation	Differentiation selected			
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1;	Researching and Writing about a Mythical	Differentiation selected			
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1;	Creating a Multimedia Presentation	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1;	Researching and Writing about a Mythical	Differentiation selected			
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1;	Researching and Writing about a Mythical	Differentiation selected			
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1;	Introduction to Pronouns	Differentiation selected			
9-10				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Writing a Research-Based Argumentative Essay	Differentiation selected			
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Writing a Research-Based Argumentative Essay	Differentiation selected			
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.I	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Writing a Research-Based Argumentative Essay	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.J	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Writing a Research-Based Argumentative Essay	Differentiation selected			
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.K	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Creating a Blog	Differentiation selected			
9-10	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade-	CC.1.4.9-10.L	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Creating a Blog	Differentiation selected			
9-10				Write narratives to develop	CC.1.4.9-10.M	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Why am I writing? What is my	Focus for	Informational: Write with a	CC.1.4.9-10.N	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.O	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.P	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.Q	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Writing a Narrative about Overcoming a	Differentiation selected			
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.R	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Introduction to Pronouns	Differentiation selected			
9-10	Critical thinkers actively	How do readers know what to	Response to	Draw evidence from literary or	CC.1.4.9-10.S	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	An Introduction to Shakespeare and Romeo and	Differentiation selected			
9-10	Audience and purpose	What makes clear and	Production and	Develop and strengthen writing	CC.1.4.9-10.T	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Researching and Writing about a Mythical	Differentiation selected			
9-10	Effective research	How does one best present	Technology and	Use technology, including the	CC.1.4.9-10.U	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Argument Technique in Martin Luther King, Jr.'s	Differentiation selected			
9-10	Effective research	What does a reader look for	Conducting	Conduct short as well as more	CC.1.4.9-10.V	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Effective research	How does a reader know a	Credibility,	Gather relevant information	CC.1.4.9-10.W	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Audience and purpose	Why do writers write? What is	Range of	Write routinely over extended	CC.1.4.9-10.X	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Compare and Contrast: Myths and Cultures	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Collaborative	Initiate and participate	CC.1.5.9-10.A	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Speaking and Listening: Effective Group	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Critical	Evaluate a speaker's	CC.1.5.9-10.B	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Speaking and Listening: Effective Group	Differentiation selected			
9-10	Active listeners make	What do good listeners do?	Evaluating	Integrate multiple sources of	CC.1.5.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Purpose,	Present information, findings,	CC.1.5.9-10.D	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Context	Adapt speech to a variety of	CC.1.5.9-10.E	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Multimedia	Make strategic use of digital	CC.1.5.9-10.F	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			
9-10	Effective speakers	How do task, purpose, and	Conventions of	Demonstrate command of the	CC.1.5.9-10.G	PA ELD Standard 1:	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Creating a Blog	Differentiation selected			

10th Grade ELA Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.3.1; L.N.1.3.2;	Main Ideas and Author's Purpose	Analyzing an Autobiographical Essay	Text audio	Differentiation selected	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.3.1; L.N.1.3.2;					
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.N.1.1.1; L.N.1.1.2;					
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.3.1; L.N.2.3.2;					
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	CC.1.2.9-10.E	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.1.1; L.N.1.1.2;					
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.1.1; L.N.1.1.2;					
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.2.1; L.N.2.2.2;					
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.5.1; L.N.2.5.2;					
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.2.1; L.N.1.2.2;					
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.2.1; L.N.1.2.2;					
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;					
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.1.1; L.F.1.1.2;					
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;					
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.3.1; L.F.2.3.2;					
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.1.1; L.F.1.1.2;					
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.3.1; L.F.2.3.2;					
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.2.1; L.F.2.2.2;					
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.2.1; L.F.2.2.2;					
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.2.1; L.F.1.2.2;					
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.2.1; L.F.1.2.2;					
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.I.E.1.1.1; C.I.E.1.1.2;					
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.I.E.1.1.1; C.I.E.1.1.2;					
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.I.E.1.1.1; C.I.E.1.1.2;					
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.I.E.1.1.1; C.I.E.1.1.2;					
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.I.E.1.1.1; C.I.E.1.1.2;					
9-10				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;					
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.I	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;					
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.J	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;					
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.K	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;					
9-10	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade-	CC.1.4.9-10.L	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;					
9-10				Write narratives to develop real	CC.1.4.9-10.M	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	Why am I writing? What is my	Focus for	Informational: Write with a	CC.1.4.9-10.N	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.O	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.P	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.Q	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.R	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Critical thinkers actively	How do readers know what to	Response to	Draw evidence from literary or	CC.1.4.9-10.S	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	What makes clear and	Production and	Develop and strengthen writing	CC.1.4.9-10.T	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Effective research	How does one best present	Technology and	Use technology, including the	CC.1.4.9-10.U	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Effective research	What does a reader look for	Conducting	Conduct short as well as more	CC.1.4.9-10.V	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Effective research	How does a reader know a	Credibility,	Gather relevant information	CC.1.4.9-10.W	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Audience and purpose	Why do writers write? What is	Range of	Write routinely over extended	CC.1.4.9-10.X	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Active listeners make	What do good listeners do?	Collaborative	Initiate and participate	CC.1.5.9-10.A	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Active listeners make	What do good listeners do?	Critical Listening	Evaluate a speaker's	CC.1.5.9-10.B	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Active listeners make	What do good listeners do?	Evaluating	Integrate multiple sources of	CC.1.5.9-10.C	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Effective speakers	How do task, purpose, and	Purpose,	Present information, findings,	CC.1.5.9-10.D	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Effective speakers	How do task, purpose, and	Context	Adapt speech to a variety of	CC.1.5.9-10.E	PA ELD Standard 1:	Standard Area - ELD 16.2.9-12	n/a					
9-10	Effective speakers	How do task, purpose, and	Multimedia	Make strategic use of digital	CC.1.5.9-10.F	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					
9-10	Effective speakers	How do task, purpose, and	Conventions of	Demonstrate command of the	CC.1.5.9-10.G	PA ELD Standard 1:	CanDo-KeyUses-Gr-9-12.pdf	n/a					

10th Grade ELA Honors Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	L.N.1.3.1; L.N.1.3.2;	Main Ideas and		Analyzing an Autobiographical Essay	Text audio	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.3.1; L.N.1.3.2;	Main Ideas and		Analyzing a Seminal US Document	Differentiation selected	L.N.1.3.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	L.N.1.1.1; L.N.1.1.2;	Main Ideas and		Analyzing Idea Development in an Essay	Differentiation selected	L.N.1.1.1
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.3.1; L.N.2.3.2;	Main Ideas and		Analyzing a Memoir	Differentiation selected	L.N.2.3.1
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	CC.1.2.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;	Author's Purpose		Analyzing Ideas, Structure, and Purpose in	Differentiation selected	L.N.1.1.1
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;	Author's Purpose		Analyzing a Memoir	Differentiation selected	L.N.1.1.1
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.2.1; L.N.2.2.2;	Genres in		Analyzing an Autobiographical Essay	Differentiation selected	L.N.2.2.1
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.5.1; L.N.2.5.2;	Fact and Opinion		Analyzing a Seminal US Document	Differentiation selected	L.N.2.5.1
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Analyzing a Seminal US Document	Differentiation selected	n/a
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;	Affixes and Roots		Analyzing a Memoir	Differentiation selected	L.N.1.2.1
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;	Affixes and Roots		Analyzing a Memoir	Differentiation selected	L.N.1.2.1
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Analyzing a Memoir	Differentiation selected	n/a
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;			"By the Waters of Babylon," Part 2: Analyzing	Differentiation selected	L.F.1.1.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;	Assumption		A Doll's House , Part 2: Suspense and Irony	Differentiation selected	L.F.1.1.1
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	L.F.1.1.1; L.F.1.1.2;			A Doll's House , Part 1: Dramatic Elements and	Differentiation selected	L.F.1.1.1
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			A Doll's House , Part 1: Dramatic Elements and	Differentiation selected	L.F.2.3.1
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			"By the Waters of Babylon," Part 1: Analyzing	Differentiation selected	L.F.1.1.1
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			"By the Waters of Babylon," Part 1: Analyzing	Differentiation selected	L.F.2.3.1
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Comparing Ideas across Genres	Differentiation selected	L.F.2.2.1
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Animal Farm , Part 2: Allegory	Differentiation selected	L.F.2.2.1
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;			Analyzing Different Interpretations of a Sonnet	Differentiation selected	L.F.1.2.1
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;	Figurative		Analyzing Different Interpretations of a Sonnet	Differentiation selected	L.F.1.2.1
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			A Doll's House , Part 1: Dramatic Elements and	Differentiation selected	
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Evaluating Propaganda Techniques	Differentiation selected	
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Evaluating an Argument	Differentiation selected	C.I.E.1.1.1
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Evaluating an Argument	Differentiation selected	C.I.E.1.1.1
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Writing an Essay to Compare the Presentation of	Differentiation selected	C.I.E.1.1.1
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;			Evaluating an Argument	Differentiation selected	C.I.E.1.1.1
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.I.E.1.1.1; C.I.E.1.1.2;	Syntax		Evaluating Propaganda Techniques	Differentiation selected	C.I.E.1.1.1
9-10				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Writing a Research-Based Argumentative Essay	Differentiation selected	
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Enhancing a Presentation with Multimedia	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Enhancing a Presentation with Multimedia	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Enhancing a Presentation with Multimedia	Differentiation selected	C.A.1.1.1
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;			Writing a Research-Based Argumentative Essay	Differentiation selected	C.A.1.1.1
9-10	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade-	CC.1.4.9-10.L	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;	Syntax		Writing a Research-Based Argumentative Essay	Differentiation selected	C.A.1.1.1
9-10				Write narratives to develop	CC.1.4.9-10.M	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Audience and purpose	Why am I writing? What is my	Focus for	Informational: Write with a	CC.1.4.9-10.N	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.O	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.P	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.Q	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Clauses: Building and Refining Compound and	Differentiation selected	
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.R	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Critical thinkers actively	How do readers know what to	Response to	Draw evidence from literary or	CC.1.4.9-10.S	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Analyzing an Autobiographical Essay	Differentiation selected	
9-10	Audience and purpose	What makes clear and	Production and	Develop and strengthen writing	CC.1.4.9-10.T	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Writing a Narrative Essay about Being Judged	Differentiation selected	
9-10	Effective research	How does one best present	Technology and	Use technology, including the	CC.1.4.9-10.U	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Evaluating Propaganda Techniques	Differentiation selected	
9-10	Effective research	What does a reader look for	Conducting	Conduct short as well as more	CC.1.4.9-10.V	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Effective research	How does a reader know a	Credibility,	Gather relevant information	CC.1.4.9-10.W	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Audience and purpose	Why do writers write? What is	Range of	Write routinely over extended	CC.1.4.9-10.X	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Analyzing an Autobiographical Essay	Differentiation selected	
9-10	Active listeners make	What do good listeners do?	Collaborative	Initiate and participate	CC.1.5.9-10.A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Refining Discussion Techniques	Differentiation selected	
9-10	Active listeners make	What do good listeners do?	Critical	Evaluate a speaker's	CC.1.5.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Analyzing Rhetorical Strategies in Presidential	Differentiation selected	
9-10	Active listeners make	What do good listeners do?	Evaluating	Integrate multiple sources of	CC.1.5.9-10.C	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Effective speakers	How do task, purpose, and	Purpose,	Present information, findings,	CC.1.5.9-10.D	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Effective speakers	How do task, purpose, and	Context	Adapt speech to a variety of	CC.1.5.9-10.E	PA ELD Standard 1: English	Standard Area - ELD 16.2.9-12	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Effective speakers	How do task, purpose, and	Multimedia	Make strategic use of digital	CC.1.5.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Enhancing a Presentation with Multimedia	Differentiation selected	
9-10	Effective speakers	How do task, purpose, and	Conventions of	Demonstrate command of the	CC.1.5.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Parts of Speech and Types of Phrases	Differentiation selected	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about?	Main Idea	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes.				A Look at the Fast-Food Industry by Eric Schlosser American Indian Issues Asian American Voices Exploring Cultural Identity through Language Henry David Thoreau - Walden Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust The Iroquois Constitution	Text audio Video instruction Use of interactive digital media Enlarged text Test questions read aloud, when appropriate Instructions read aloud Lesson recordings available Guided notes available Teacher's notes available Visual presentation of verbal material Oral responses accepted, when appropriate Dictation software, when appropriate Spelling dictionaries and autocheck Extended times for tasks and activities Extended time for homework Chunking of information Chunking of assignments Annotation tools	<a href="https://drive.google.com/file/d/1xKTxziZiIzF5E7fwbGY9Lz-oVrFEnLwH/view?usp=sharing">https://drive.google.com/file/d/1xKTxziZiIzF5E7fwbGY9Lz-oVrFEnLwH/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit	CC.1.2.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				American Indian Issues Asian American Voices Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Xqt6tE1cBoN3aWw5PRXWMTI82ZBXnHoF/view?usp=sharing">https://drive.google.com/file/d/1Xqt6tE1cBoN3aWw5PRXWMTI82ZBXnHoF/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or				Abolition and Women's Rights Movements, Part 1 American Indian Issues Asian American Voices Exploring Cultural Identity through Language Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I The Declaration of Independence The Iroquois Constitution	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1YzB-0ciVA5uHjL-z-IXigR5ORQI5Yte/view?usp=sharing">https://drive.google.com/file/d/1YzB-0ciVA5uHjL-z-IXigR5ORQI5Yte/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Remembering and Reflecting on the Holocaust Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1SiDpSs9IXRcsxcFL4PslJFZBikfLsT/view?usp=sharing">https://drive.google.com/file/d/1SiDpSs9IXRcsxcFL4PslJFZBikfLsT/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Text Structure	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and compelling.	CC.1.2.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1WE1e6NjzYrvt0R_rS5e3bx9KlMrsDAwF/view?usp=sharing">https://drive.google.com/file/d/1WE1e6NjzYrvt0R_rS5e3bx9KlMrsDAwF/view?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information.	How does one develop and refine vocabulary?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/18G-yGURNk2NTYaJhwJzocfiGzF_L_Lsn/view?usp=sharing">https://drive.google.com/file/d/18G-yGURNk2NTYaJhwJzocfiGzF_L_Lsn/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Anticipating the Future through Texts: Visions Japanese American Internment Remembering and Reflecting on the Holocaust	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1GU02QsgaaOKARQryYh7qzSwMGmN9X6og/view?usp=sharing">https://drive.google.com/file/d/1GU02QsgaaOKARQryYh7qzSwMGmN9X6og/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Speaking and Listening: Evaluating a Speaker The Declaration of Independence	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ng1LuDjF9Kjpar2fpn19VM-qXldcojF/view?usp=sharing">https://drive.google.com/file/d/1ng1LuDjF9Kjpar2fpn19VM-qXldcojF/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers' know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Analysis Across Texts	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Martin Luther King Jr. and Civil Disobedience Speaking and Listening: Evaluating a Speaker The Declaration of Independence	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ci_dqO_PV68UCx2FDmML2EPXl_bRqGA5W/view?usp=sharing">https://drive.google.com/file/d/1ci_dqO_PV68UCx2FDmML2EPXl_bRqGA5W/view?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a	CC.1.2.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards's "Sinners in the Hands of an Angry God" Southern Gothic Using Resources and Reference Materials for Editing	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and resources.	CC.1.2.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards's "Sinners in the Hands of an Angry God" Southern Gothic Speaking and Listening: Evaluating a Speaker Using Resources and Reference Materials for Editing	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is this text really about? How do readers know what to believe?  How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 American Indian Issues Anticipating the Future through Texts: Visions Brown v. Board of Education Henry David Thoreau - Walden Japanese American Internment Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust Suspense and Horror: Gothic Writing across Time The Declaration of Independence The Iroquois Constitution	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1hg2wYip-IYOOX-_uimmWana0WJNosOVS/view?usp=sharing">https://drive.google.com/file/d/1hg2wYip-IYOOX-_uimmWana0WJNosOVS/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning          Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Theme	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-				An Inner Story of the Civil War Female Colonial Poetry Japanese American Internment Macbeth , Part 8: Universal Themes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Symbols in Moby-Dick Trifles: The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize	How do strategic readers create meaning from informational and literary text? What is this text really about?  How do readers' know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Response to 9/11 by Jonathan Safran Foer Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Fireside Poets Fitzgerald and the Roaring Twenties Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in Moby-Dick The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways The Scarlet Letter , Part 2 Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the Stage, Part 1	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1-F0o1y2Wthm-xmHFbVcHnsMGYSSzNtn/view?usp=sharing">https://drive.google.com/file/d/1-F0o1y2Wthm-xmHFbVcHnsMGYSSzNtn/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Literary Elements	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals. Proficiency Level 2: Emerging: 16.2.9-12.2R Sequence the events of a person's life using a timeline. Proficiency Level 3: Developing: 16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text. Proficiency Level 4: Expanding: 16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g. How did Rosa Park's decisions affect the Civil Rights movement?) Proficiency Level 5: Bridging: 16.2.9-12.5R Analyze a person's life choices using grade level text (e.g. was a decision beneficial or harmful).				Contemporary American Indian Voices Critiques of American Society in Science Fiction Experiencing and Reliving Vietnam Fitzgerald and the Roaring Twenties Hemingway's World War I Latin American Magic Realist Voices Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood (continued) Macbeth , Part 6: Figurative Language and Rhetoric Southern Gothic The Mississippi River Runaways The Scarlet Letter , Part 2 Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the Stage, Part 1	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Evaluate Style	Critiques of American Society in Science Fiction Reality and Cynicism in Poetry Southern Gothic The Mississippi River Runaways Trifles: The Rise of Modern Feminism on the Stage, Part 2	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? How does interaction with text provoke thinking and response?	Text Structure	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				An Inner Story of the Civil War Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 7: Analyzing a Production Poetry of Langston Hughes Robert Frost's Poetry Suspense and Horror: Gothic Writing across Time Symbols in Moby-Dick The Poetry of Physics The Scarlet Letter Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the Stage, Part 2	Refer to CC.1.2.11-12.A	
11-12	An expanded vocabulary enhances one's ability to express ideas and information.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Hemingway's World War I Japanese American Internment Latin American Magic Realist Voices Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood (continued) Macbeth , Part 6: Figurative Language and Rhetoric Poetry of Langston Hughes Reality and Cynicism in Poetry Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in Moby-Dick	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1UoMzfoTbcpg2cid76IEIYmGwsAMHzVA/view?usp=sharing">https://drive.google.com/file/d/1UoMzfoTbcpg2cid76IEIYmGwsAMHzVA/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does	Sources of Information	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	CC.1.3.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Interpreting a Source Text: A Production of Trifles Japanese American Internment Macbeth , Part 7: Analyzing a Production Remembering and Reflecting on the Holocaust The Scarlet Letter , Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KWYmz4-t2gQrX6xzE-ady7kaNZssy6Zp/view?usp=sharing">https://drive.google.com/file/d/1KWYmz4-t2gQrX6xzE-ady7kaNZssy6Zp/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does	Text Analysis	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Female Colonial Poetry Japanese American Internment Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood Macbeth , Part 6: Figurative Language and Rhetoric Macbeth , Part 7: Analyzing a Production Macbeth , Part 8: Universal Themes Reality and Cynicism in Poetry The True Story behind Trifles	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Gf49e8146cYavS3bUrmQiefEK5vLgcq/view?usp=sharing">https://drive.google.com/file/d/1Gf49e8146cYavS3bUrmQiefEK5vLgcq/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of strategies and	CC.1.3.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Macbeth , Part 1: Using Reading Strategies to Paraphrase Symbols in Moby-Dick Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1C0W_6RRvmoZYG2rG04Xkk7OATBrqhbQY/view?usp=sharing">https://drive.google.com/file/d/1C0W_6RRvmoZYG2rG04Xkk7OATBrqhbQY/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.11-12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Response to 9/11 by Jonathan Safran Foer An Inner Story of the Civil War Asian American Voices Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Exploring Cultural Identity through Language Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I Interpreting a Source Text: A Production of Trifles Japanese American Internment Latin American Magic Realist Voices Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1NvW1qilQwT1ASkRox0aU98EbG8ca0zGm/view?usp=sharing">https://drive.google.com/file/d/1NvW1qilQwT1ASkRox0aU98EbG8ca0zGm/view?usp=sharing</a>
11-12				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Macbeth , Part 8: Universal Themes Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding	CC.1.4.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Urw1xFeS92pH9W0ngZC1SnCCSd7B_pJ/view?usp=sharing">https://drive.google.com/file/d/1Urw1xFeS92pH9W0ngZC1SnCCSd7B_pJ/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include	CC.1.4.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in	CC.1.4.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KCV5HBwNAAcTA_gudPRYQNdz75Hn8v2fL/view?usp=sharing">https://drive.google.com/file/d/1KCV5HBwNAAcTA_gudPRYQNdz75Hn8v2fL/view?usp=sharing</a>
11-12				Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim	CC.1.4.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level.	CC.1.4.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and	CC.1.4.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in	CC.1.4.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Communication Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	
11-12				Write narratives to develop real or imagined experiences or events.	CC.1.4.11–12.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1zu7e-ipc0AA1HYZyX-rBJUG2xkuwFTI/view?usp=sharing">https://drive.google.com/file/d/1zu7e-ipc0AA1HYZyX-rBJUG2xkuwFTI/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or	CC.1.4.11–12.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid	CC.1.4.11–12.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1zu7e-jpc0AA1HYZyX-rBJUG2xkuiwTl/view?usp=sharing">https://drive.google.com/file/d/1zu7e-jpc0AA1HYZyX-rBJUG2xkuiwTl/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the	CC.1.4.11–12.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to	CC.1.4.11–12.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	

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11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Zu7e-jpc0AA1HYZyX-tBJUG2xkuiwTl/view?usp=sharing">https://drive.google.com/file/d/1Zu7e-jpc0AA1HYZyX-tBJUG2xkuiwTl/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and	CC.1.4.11–12.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1DJZzUgob0-iSQhE5Zmlj0Hv7mQ-YIEh/view?usp=sharing">https://drive.google.com/file/d/1DJZzUgob0-iSQhE5Zmlj0Hv7mQ-YIEh/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11–12.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new	CC.1.4.11–12.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1BvG8S-QLwica0vJJNpTbngs0xQeXcHxE/view?usp=sharing">https://drive.google.com/file/d/1BvG8S-QLwica0vJJNpTbngs0xQeXcHxE/view?usp=sharing</a>

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11-12	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of	CC.1.4.11–12.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on	CC.1.4.11–12.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KcZpaA0OvqP6cC_GPIWnenx5qVLJYZvN/view?usp=sharing">https://drive.google.com/file/d/1KcZpaA0OvqP6cC_GPIWnenx5qVLJYZvN/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	CC.1.4.11–12.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Y1KRJE7v6HTQ8ZOrM4W4HL5JiGbSMvQ/view?usp=sharing">https://drive.google.com/file/d/1Y1KRJE7v6HTQ8ZOrM4W4HL5JiGbSMvQ/view?usp=sharing</a>

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11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	CC.1.5.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Jb_bB62cx5O3lfdXpXS33k-XPgkTcgqA2/view?usp=sharing">https://drive.google.com/file/d/1Jb_bB62cx5O3lfdXpXS33k-XPgkTcgqA2/view?usp=sharing</a>
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Critical Listening	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of	CC.1.5.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Engaging in a Formal Discussion Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Evaluating Information	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1WsoxiVp5aYeiOzQ3Hkmn5JnUK19qdsAO/view?usp=sharing">https://drive.google.com/file/d/1WsoxiVp5aYeiOzQ3Hkmn5JnUK19qdsAO/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-				Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1XvTpDD60U1_bTfCpFNRYLHOwMnmkZ73k/view?usp=sharing">https://drive.google.com/file/d/1XvTpDD60U1_bTfCpFNRYLHOwMnmkZ73k/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	
11-12	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1XvTpDD60U1_bTfCpFNRYLHOwMnmkZ73k/view?usp=sharing">https://drive.google.com/file/d/1XvTpDD60U1_bTfCpFNRYLHOwMnmkZ73k/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about?	Main Idea	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-level non-fiction text using class notes.				A Look at the Fast-Food Industry by Eric Schlosser American Indian Issues Asian American Voices Exploring Cultural Identity through Language Henry David Thoreau - Walden Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust The Iroquois Constitution	Text audio Video instruction Use of interactive digital media Enlarged text Test questions read aloud, when appropriate Instructions read aloud Lesson recordings available Guided notes available Teacher's notes available Visual presentation of verbal material Oral responses accepted, when appropriate Dictation software, when appropriate Spelling dictionaries and autocheck Extended times for tasks and activities Extended time for homework Chunking of information Chunking of assignments Annotation tools	<a href="https://drive.google.com/file/d/1xKTxzZiLZf5E7wbGY9Lz-oVrFEnLwH/view?usp=sharing">https://drive.google.com/file/d/1xKTxzZiLZf5E7wbGY9Lz-oVrFEnLwH/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and response?	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and	CC.1.2.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				American Indian Issues Asian American Voices Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Xot6tE1cBoN3aWw5PRXWMTI82ZBXnHoF/view?usp=sharing">https://drive.google.com/file/d/1Xot6tE1cBoN3aWw5PRXWMTI82ZBXnHoF/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.11 Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.21 Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.31 Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.41 Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.51 Identify personal connections from oral descriptions of a character's actions and/or				Abolition and Women's Rights Movements, Part 1 American Indian Issues Asian American Voices Exploring Cultural Identity through Language Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I The Declaration of Independence The Iroquois Constitution	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1yZB-0ciVA5uHjL-z-lXjgR5ORQI5Yte/view?usp=sharing">https://drive.google.com/file/d/1yZB-0ciVA5uHjL-z-lXjgR5ORQI5Yte/view?usp=sharing</a>

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11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Remembering and Reflecting on the Holocaust Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1SidDpSs9IXRcsxcfl4PslJFZBklfLsT7/view?usp=sharing">https://drive.google.com/file/d/1SidDpSs9IXRcsxcfl4PslJFZBklfLsT7/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Text Structure	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	CC.1.2.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1WE1e6NjZyYvt0R_rS5e3bx9KlmsDAwF/view?usp=sharing">https://drive.google.com/file/d/1WE1e6NjZyYvt0R_rS5e3bx9KlmsDAwF/view?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information.	How does one develop and refine vocabulary?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Exploring Cultural Identity through Language Henry David Thoreau - Walden Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/18G-yGURNk2NTYAJhwJzocfGzF_LLsnVieW?usp=sharing">https://drive.google.com/file/d/18G-yGURNk2NTYAJhwJzocfGzF_LLsnVieW?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Anticipating the Future through Texts: Visions Japanese American Internment Remembering and Reflecting on the Holocaust	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1GU02QsqaqOKARQvYh7qzSwMGmN9X6og/view?usp=sharing">https://drive.google.com/file/d/1GU02QsqaqOKARQvYh7qzSwMGmN9X6og/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Exploring Cultural Identity through Language Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Speaking and Listening: Evaluating a Speaker The Declaration of Independence	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ng1LuDiF9Klpar2fqn19VM-gXldcojF/view?usp=sharing">https://drive.google.com/file/d/1ng1LuDiF9Klpar2fqn19VM-gXldcojF/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Analysis Across Texts	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Brown v. Board of Education Martin Luther King Jr. and Civil Disobedience Speaking and Listening: Evaluating a Speaker The Declaration of Independence	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1cidqO_PV68UCx2FDmMLZEPXI_bRqGA5W/view?usp=sharing">https://drive.google.com/file/d/1cidqO_PV68UCx2FDmMLZEPXI_bRqGA5W/view?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a	CC.1.2.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards's "Sinners in the Hands of an Angry God" Southern Gothic Using Resources and Reference Materials for Editing	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools	CC.1.2.11-12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards's "Sinners in the Hands of an Angry God" Southern Gothic Speaking and Listening: Evaluating a Speaker Using Resources and Reference Materials for Editing	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is this text really about? How do readers know what to believe?  How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 American Indian Issues Anticipating the Future through Texts: Visions Brown v. Board of Education Henry David Thoreau - Walden Japanese American Internment Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Reflecting on World War I Remembering and Reflecting on the Holocaust Suspense and Horror: Gothic Writing across Time The Declaration of Independence The Iroquois Constitution	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1hg2wYip-yOOX-_uimmWana0WJNosOVS/view?usp=sharing">https://drive.google.com/file/d/1hg2wYip-yOOX-_uimmWana0WJNosOVS/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Theme	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-				An Inner Story of the Civil War Female Colonial Poetry Japanese American Internment Macbeth , Part 8: Universal Themes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Symbols in Moby-Dick Trifles: The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How do readers' know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Response to 9/11 by Jonathan Safran Foer Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Fireside Poets Fitzgerald and the Roaring Twenties Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in Moby-Dick The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways The Scarlet Letter , Part 2 Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the Stage, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1-F0o1y2W/thm-nxmHFbVcHnsMGYSSzNTn/view?usp=sharing">https://drive.google.com/file/d/1-F0o1y2W/thm-nxmHFbVcHnsMGYSSzNTn/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Literary Elements	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals. Proficiency Level 2: Emerging: 16.2.9-12.2R Sequence the events of a person's life using a timeline. Proficiency Level 3: Developing: 16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text. Proficiency Level 4: Expanding: 16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g. How did Rosa Park's decisions affect the Civil Rights movement?) Proficiency Level 5: Bridging: 16.2.9-12.5R Analyze a person's life choices using grade level text (e.g. was a decision beneficial or harmful).				Contemporary American Indian Voices Critiques of American Society in Science Fiction Experiencing and Reliving Vietnam Fitzgerald and the Roaring Twenties Hemingway's World War I Latin American Magic Realist Voices Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood (continued) Macbeth , Part 6: Figurative Language and Rhetoric Southern Gothic The Mississippi River Runaways The Scarlet Letter , Part 2 Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Evaluate Style	Critiques of American Society in Science Fiction Reality and Cynicism in Poetry Southern Gothic The Mississippi River Runaways Trifles: The Rise of Modern Feminism on the Stage, Part 2	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? How does interaction with text provoke thinking and response?	Text Structure	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				An Inner Story of the Civil War Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 7: Analyzing a Production Poetry of Langston Hughes Robert Frost's Poetry Suspense and Horror: Gothic Writing across Time Symbols in Moby-Dick The Poetry of Physics The Scarlet Letter Trifles: The Rise of Modern Feminism on the Stage, Part 1 Trifles: The Rise of Modern Feminism on the Stage, Part 2	Refer to CC.1.2.11-12.A	

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11-12	An expanded vocabulary enhances one's ability to express ideas and information.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Hemingway's World War I Japanese American Internment Latin American Magic Realist Voices Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood (continued) Macbeth , Part 6: Figurative Language and Rhetoric Poetry of Langston Hughes Reality and Cynicism in Poetry Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1UoMpZfoTbcpg2cjd76IEIYmGwsAMHzVA/view?usp=sharing">https://drive.google.com/file/d/1UoMpZfoTbcpg2cjd76IEIYmGwsAMHzVA/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does	Sources of Information	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	CC.1.3.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Interpreting a Source Text: A Production of Trifles Japanese American Internment Macbeth , Part 7: Analyzing a Production Remembering and Reflecting on the Holocaust The Scarlet Letter , Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KWYmz4t2gQrX6xzE-ady7kaNZssy6Zp/view?usp=sharing">https://drive.google.com/file/d/1KWYmz4t2gQrX6xzE-ady7kaNZssy6Zp/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does	Text Analysis	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11–12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Female Colonial Poetry Japanese American Internment Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative Language and Mood Macbeth , Part 6: Figurative Language and Rhetoric Macbeth , Part 7: Analyzing a Production Macbeth , Part 8: Universal Themes Reality and Cynicism in Poetry The True Story behind Trifles	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1qf49e8146cYayS3bUrmQiefEK5vLgcjg/view?usp=sharing">https://drive.google.com/file/d/1qf49e8146cYayS3bUrmQiefEK5vLgcjg/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Macbeth , Part 1: Using Reading Strategies to Paraphrase Symbols in Moby-Dick Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1C0W_6RvmoZYG2rG04Xkk7OATBrghbQY/view?usp=sharing">https://drive.google.com/file/d/1C0W_6RvmoZYG2rG04Xkk7OATBrghbQY/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a reader's purpose	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Response to 9/11 by Jonathan Safran Foer An Inner Story of the Civil War Asian American Voices Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Exploring Cultural Identity through Language Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I Interpreting a Source Text: A Production of Trifles Japanese American Internment Latin American Magic Realist Voices Macbeth , Part 1: Using Reading Strategies to Paraphrase Macbeth , Part 2: Rhetorical Appeals Macbeth , Part 3: Rhetorical Devices Macbeth , Part 4: Figurative Language and Mood Macbeth , Part 5: Figurative	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1NvW1qilQwT1ASkRox0aU98EbG8ca0zGm/view?usp=sharing">https://drive.google.com/file/d/1NvW1qilQwT1ASkRox0aU98EbG8ca0zGm/view?usp=sharing</a>
11-12				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W				Macbeth , Part 8: Universal Themes Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding	CC.1.4.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1UrwJ1xFeS92pH9W0ngZC1SnCCSd7B_pJ/view?usp=sharing">https://drive.google.com/file/d/1UrwJ1xFeS92pH9W0ngZC1SnCCSd7B_pJ/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include	CC.1.4.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in	CC.1.4.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Comparing Texts	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KCV5HbWNAAcTA_qudPRYQNd75Hn8v2fL/view?usp=sharing">https://drive.google.com/file/d/1KCV5HbWNAAcTA_qudPRYQNd75Hn8v2fL/view?usp=sharing</a>
11-12				Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	CC.1.4.11–12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level.	CC.1.4.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and	CC.1.4.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in	CC.1.4.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Communication Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Sentence Fluency Writing Workshop:	Refer to CC.1.2.11-12.A	

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11-12				Write narratives to develop real or imagined experiences or events.	CC.1.4.11–12.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-rBJUG2xkuiwTTI/view?usp=sharing">https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-rBJUG2xkuiwTTI/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11–12.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, or characters.	CC.1.4.11–12.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-rBJUG2xkuiwTTI/view?usp=sharing">https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-rBJUG2xkuiwTTI/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the experience.	CC.1.4.11–12.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to	CC.1.4.11–12.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-IBJUG2xkuw7TI/view?usp=sharing">https://drive.google.com/file/d/1zu7e-ipc0AA1HYZYX-IBJUG2xkuw7TI/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and	CC.1.4.11–12.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1DJZzUgob0-iSQhE5Zmlj0Hy7mQ-YjEh/view?usp=sharing">https://drive.google.com/file/d/1DJZzUgob0-iSQhE5Zmlj0Hy7mQ-YjEh/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11–12.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and	CC.1.4.11–12.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1BvG8S-QLWjca0vJJNpTbngs0xQeXcHxE/view?usp=sharing">https://drive.google.com/file/d/1BvG8S-QLWjca0vJJNpTbngs0xQeXcHxE/view?usp=sharing</a>
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	CC.1.4.11–12.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on	CC.1.4.11–12.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1KcZpaA0OvgP6cC_GPIWnqx5qvLJYZyN/view?usp=sharing">https://drive.google.com/file/d/1KcZpaA0OvgP6cC_GPIWnqx5qvLJYZyN/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplines.	CC.1.4.11–12.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Y1KRJE7v6HTQ82ZORM4W4HL5UjGbSMYQ/view?usp=sharing">https://drive.google.com/file/d/1Y1KRJE7v6HTQ82ZORM4W4HL5UjGbSMYQ/view?usp=sharing</a>
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and	CC.1.5.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1JbbB62cx5O3fdXpXS33kXPqkTcgqA2/view?usp=sharing">https://drive.google.com/file/d/1JbbB62cx5O3fdXpXS33kXPqkTcgqA2/view?usp=sharing</a>
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Critical Listening	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and	CC.1.5.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Engaging in a Formal Discussion Speaking and Listening: Evaluating a Speaker	Refer to CC.1.2.11-12.A	
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Evaluating Information	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or				Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1WsoxIWp5aYeJQzQ3Hkmm5JnUK19gdsAO/view?usp=sharing">https://drive.google.com/file/d/1WsoxIWp5aYeJQzQ3Hkmm5JnUK19gdsAO/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-				Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1XvTpDD60U1_bTtCpFNrYLHOwMnmkZ73k/view?usp=sharing">https://drive.google.com/file/d/1XvTpDD60U1_bTtCpFNrYLHOwMnmkZ73k/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	
11-12	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence	CC.1.5.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1XvTpDD60U1_bTtCpFNrYLHOwMnmkZ73k/view?usp=sharing">https://drive.google.com/file/d/1XvTpDD60U1_bTtCpFNrYLHOwMnmkZ73k/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about?	Main Idea	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-level non-fiction text using class notes.				Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Satire in Swift's "A Modest Proposal" Speeches of Queen Elizabeth I	Text audio Video instruction Use of interactive digital media Enlarged text Test questions read aloud, when appropriate Instructions read aloud Lesson recordings available Guided notes available Teacher's notes available Visual presentation of verbal material Oral responses accepted, when appropriate Dictation software, when appropriate Spelling dictionaries and autocheck Extended times for tasks and activities Extended time for homework Chunking of information Chunking of assignments Annotation tools	<a href="https://drive.google.com/file/d/1ILMkpkv55Gp7rihwY2Rk_A-G7wbT0Yvp/view?usp=sharing">https://drive.google.com/file/d/1ILMkpkv55Gp7rihwY2Rk_A-G7wbT0Yvp/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and response?	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and	CC.1.2.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Satire in Swift's "A Modest Proposal" Speeches of Queen Elizabeth I	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1qrOQmA4DaDq2ZvGvDazNZznzVe5nZ6q3/view?usp=sharing">https://drive.google.com/file/d/1qrOQmA4DaDq2ZvGvDazNZznzVe5nZ6q3/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5L				Analyzing a Procedural Text: How to Find Out Anything Analyzing Career Information from the Bureau of Labor Statistics Website Central Ideas in A Vindication of the Rights of Woman Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Text Structure in an Informational Text	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1rwUvCvSz3wk5Xlk6QCo2dV1CPFWE2b_G/view?usp=sharing">https://drive.google.com/file/d/1rwUvCvSz3wk5Xlk6QCo2dV1CPFWE2b_G/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 3: Text Structure in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal"	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1dJL_oCaBa58N_NtviUwYhGN2CHet_IL4K/view?usp=sharing">https://drive.google.com/file/d/1dJL_oCaBa58N_NtviUwYhGN2CHet_IL4K/view?usp=sharing</a>
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Text Structure	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear.	CC.1.2.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing a Procedural Text: How to Find Out Anything Central Ideas in A Vindication of the Rights of Woman Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 3: Text Structure in an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal"	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1J8elYgQxnJNhfz0llHiFlePgSe555A/viaw?usp=sharing">https://drive.google.com/file/d/1J8elYgQxnJNhfz0llHiFlePgSe555A/viaw?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information.	How does one develop and refine vocabulary?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Comparing Eighteenth-Century Texts on Slavery Part 1: Text Details and Context Clues in an Informational Text Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" Word Meaning in the Preface to A Dictionary of the English Language	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	CC.1.2.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Part 1: Text Details and Context Clues in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1_QL5l4vmuYU2CZQMeH8Hr_Xb43TvPkh0/view?usp=sharing">https://drive.google.com/file/d/1_QL5l4vmuYU2CZQMeH8Hr_Xb43TvPkh0/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Enlightenment Ideas in America	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers' know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Analysis Across Texts	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Enlightenment Ideas in America	Refer to CC.1.2.11-12.A	
11-12	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a	CC.1.2.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Building Vocabulary: Word Roots, Affixes, and Reference Materials Part 4: Writing to Evaluate Mortimer's Style	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1-5VsrPQE_phvIF_s_CppKFzQPkxsdx95/view?usp=sharing">https://drive.google.com/file/d/1-5VsrPQE_phvIF_s_CppKFzQPkxsdx95/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools	CC.1.2.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Word Meaning in the Preface to A Dictionary of the English Language	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Er2Ui3m18g5hgKlhzVla7XCZcu6ZPLn/view?usp=sharing">https://drive.google.com/file/d/1Er2Ui3m18g5hgKlhzVla7XCZcu6ZPLn/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is this text really about? How do readers know what to believe?  How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing a Procedural Text: How to Find Out Anything Analyzing Career Information from the Bureau of Labor Statistics Website Central Ideas in A Vindication of the Rights of Woman Comparing Eighteenth-Century Texts on Slavery Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Text Structure in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued)	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1wmJB6C2o5Ugqg-L8fzIQ_xoUPqgEmXeU/view?usp=sharing">https://drive.google.com/file/d/1wmJB6C2o5Ugqg-L8fzIQ_xoUPqgEmXeU/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Theme	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.				Hamlet, Part 8: Themes Part 2: Epic Hero: Gilgamesh Part 3: Characterization in The Importance of Being Earnest Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Themes in the Poetry of Keats	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1hd1RkUjDue0489O_GUmrIQAk-JEKAnDQ/view?usp=sharing">https://drive.google.com/file/d/1hd1RkUjDue0489O_GUmrIQAk-JEKAnDQ/view?usp=sharing</a>



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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? How does interaction with text provoke thinking and response?	Text Structure	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry; Seamus Heaney's "Digging" Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Haiku and Romantic Poetry Hamlet, Part 7: Plot and Character Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Style in Poems by Rabindranath Tagore Themes in the Poetry of	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ignw7zvF8luluAwIRzR1H-IV6d4EJmY/view?usp=sharing">https://drive.google.com/file/d/1ignw7zvF8luluAwIRzR1H-IV6d4EJmY/view?usp=sharing</a>
11-12	An expanded vocabulary enhances one's ability to express ideas and information.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Ekphrastic Poetry Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney's "Digging" Haiku and Romantic Poetry Hamlet, Part 2: Word Choice and Tone Hamlet, Part 3: Figurative Language and Allusions Introduction to Romanticism Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: Literary Devices in The Importance of Being Earnest Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Style in Poems by Rabindranath Tagore Themes in the Poetry of Keats	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1hbgSQ3T3ss4AVFow69pb08Ab0BcFi39i/view?usp=sharing">https://drive.google.com/file/d/1hbgSQ3T3ss4AVFow69pb08Ab0BcFi39i/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does	Sources of Information	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	CC.1.3.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing Ekphrastic Poetry Characterization in Grendel Comparing and Contrasting Two Versions of The War of the Worlds Hamlet, Part 4: Comparing and Contrasting Interpretations Introduction to Anglo-Saxon Literature: Beowulf	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1_7W7YBFwimJaTwzx1aDz-fGpADtcXIRf/view?usp=sharing">https://drive.google.com/file/d/1_7W7YBFwimJaTwzx1aDz-fGpADtcXIRf/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does	Text Analysis	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11–12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing Ekphrastic Poetry Edgar Allan Poe's "The Tell-Tale Heart"	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1XXFaWGU4xtu_IB30B1WNEZdoj_vJc5Ni/view?usp=sharing">https://drive.google.com/file/d/1XXFaWGU4xtu_IB30B1WNEZdoj_vJc5Ni/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of strategies and	CC.1.3.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Central Ideas and Context: Utopia Hamlet, Part 2: Word Choice and Tone	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1mXR9E1IWneNHXoMe2ps7WHFWoMFEW7yk/view?usp=sharing">https://drive.google.com/file/d/1mXR9E1IWneNHXoMe2ps7WHFWoMFEW7yk/view?usp=sharing</a>
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a reader's purpose	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 5: Characteristics of Elizabethan Drama	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/17pZURMHs1bUdfXZQYZ5ExCaUFAbFUzix/view?usp=sharing">https://drive.google.com/file/d/17pZURMHs1bUdfXZQYZ5ExCaUFAbFUzix/view?usp=sharing</a>

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11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Ekphrastic Poetry Central Ideas and Context: Utopia Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney's "Digging" Edgar Allan Poe's "The Tell-Tale Heart" Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 2: Word Choice and Tone Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 6: Applying Literary Criticism Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/15g9Tk_lpGq3x3Avi9DWvXN20NNnP7PQ8/view?usp=sharing">https://drive.google.com/file/d/15g9Tk_lpGq3x3Avi9DWvXN20NNnP7PQ8/view?usp=sharing</a>
11-12				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across				Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1Whv7BXGeamCWB7-0alySsF6Z_K89Mcn/view?usp=sharing">https://drive.google.com/file/d/1Whv7BXGeamCWB7-0alySsF6Z_K89Mcn/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1SMr_dY9EbPaXvBuDJ_2Tm3kP0sIX-GkSo/view?usp=sharing">https://drive.google.com/file/d/1SMr_dY9EbPaXvBuDJ_2Tm3kP0sIX-GkSo/view?usp=sharing</a>

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding	CC.1.4.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ZJ0g1i2ZsNBGEQluC_Vap4tDUDHURyha/view?usp=sharing">https://drive.google.com/file/d/1ZJ0g1i2ZsNBGEQluC_Vap4tDUDHURyha/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include	CC.1.4.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/165VbvhrIE2r0yle34MctnOSJ3WvrnxTV/view?usp=sharing">https://drive.google.com/file/d/165VbvhrIE2r0yle34MctnOSJ3WvrnxTV/view?usp=sharing</a>
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of	CC.1.4.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1wS6DXZvdQoHkd-GgECsFnzqvMhcJQBhX/view?usp=sharing">https://drive.google.com/file/d/1wS6DXZvdQoHkd-GgECsFnzqvMhcJQBhX/view?usp=sharing</a>

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11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1-GLKVmdxIAF249urchHU1k63ebK1GqZ/view?usp=sharing">https://drive.google.com/file/d/1-GLKVmdxIAF249urchHU1k63ebK1GqZ/view?usp=sharing</a>
11-12				Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim	CC.1.4.11–12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level,	CC.1.4.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that	CC.1.4.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of	CC.1.4.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Edgenuity curriculum is not linked to this standard	Refer to CC.1.2.11-12.A	
	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1qc_nNtvGpxlYt17R2iB0UioU5H6PIOk4/view?usp=sharing">https://drive.google.com/file/d/1qc_nNtvGpxlYt17R2iB0UioU5H6PIOk4/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12				Write narratives to develop real or imagined experiences or events.	CC.1.4.11–12.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1qTVxxxR_Dg2uqfVwJtIVv5LqQo6Gf6T/view?usp=sharing">https://drive.google.com/file/d/1qTVxxxR_Dg2uqfVwJtIVv5LqQo6Gf6T/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11–12.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1V_UgBKeoivLvCB7bI87HahOY-pxhvdix/view?usp=sharing">https://drive.google.com/file/d/1V_UgBKeoivLvCB7bI87HahOY-pxhvdix/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the	CC.1.4.11–12.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1r0QodL4V0Yfrv7QPbAg47TxqtzJ7KYmN/view?usp=sharing">https://drive.google.com/file/d/1r0QodL4V0Yfrv7QPbAg47TxqtzJ7KYmN/view?usp=sharing</a>
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over	CC.1.4.11–12.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and	CC.1.4.11-12.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing Coherent Sentences Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11-12.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Contested Usage Parts of Speech: Gerunds, Participles, and Infinitives Using Punctuation Writing Coherent Sentences	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11-12.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Career Information from the Bureau of Labor Statistics Website Analyzing Ekphrastic Poetry Analyzing US World War II Political Messages Central Ideas and Context: Utopia Central Ideas in A Vindication of the Rights of Woman Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Comparing Eighteenth-Century Texts on Slavery Contemporary Poetry: Seamus Heaney's "Digging" Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: A Comedy of Manners: The Importance of Being Earnest Part 1: An Introduction to Elizabethan England Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 1: Text Details and Context Clues in an Informational Text Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 2: Literary Devices in The Importance of Being	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1wnQzOCCc9FgL2eDeoDXKBINCPVSDvLwP/view?usp=sharing">https://drive.google.com/file/d/1wnQzOCCc9FgL2eDeoDXKBINCPVSDvLwP/view?usp=sharing</a>

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11–12.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across				Writing a Narrative Application Essay Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/16uV-Cv6rEGrcybXvI0osaxU7MhyGKfpXv/view?usp=sharing">https://drive.google.com/file/d/16uV-Cv6rEGrcybXvI0osaxU7MhyGKfpXv/view?usp=sharing</a>
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and	CC.1.4.11–12.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Writing a Narrative Application Essay Writing a Personal Statement Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1ptIb8-fs5m1NgMpgAtzwhMx6BSyzKQFVjew?usp=sharing">https://drive.google.com/file/d/1ptIb8-fs5m1NgMpgAtzwhMx6BSyzKQFVjew?usp=sharing</a>
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	CC.1.4.11–12.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language	Refer to CC.1.2.11-12.A	

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11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on	CC.1.4.11–12.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11–12.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Career Information from the Bureau of Labor Statistics Website Analyzing Ekphrastic Poetry Analyzing US World War II Political Messages Central Ideas and Context: Utopia Central Ideas in A Vindication of the Rights of Woman Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Comparing Eighteenth-Century Texts on Slavery Contemporary Poetry: Seamus Heaney's "Digging" Creating a Museum Exhibit Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: A Comedy of Manners: The Importance of Being Earnest Part 1: An Introduction to Elizabethan England Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 1: Text Details and Context Clues in an Informational Text Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 2: Literary Devices in The Importance of Being	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/137gQqAzWHseJ9MCRnSwiXLSRhmcWbnzV/view?usp=sharing">https://drive.google.com/file/d/137gQqAzWHseJ9MCRnSwiXLSRhmcWbnzV/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and	CC.1.5.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1sZEvypNCmep5i4OS1e9KCEGPJb7hZiLKv/view?usp=sharing">https://drive.google.com/file/d/1sZEvypNCmep5i4OS1e9KCEGPJb7hZiLKv/view?usp=sharing</a>
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Critical Listening	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and	CC.1.5.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1nw90XjOE_mT8f3XwjuyCz_5xkMUVtNkE/view?usp=sharing">https://drive.google.com/file/d/1nw90XjOE_mT8f3XwjuyCz_5xkMUVtNkE/view?usp=sharing</a>
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Evaluating Information	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<p>Standard Area - ELD 16.2.9-12</p> <p>Proficiency Level 1: Entering: 16.2.9-12.1L</p> <p>Match oral content vocabulary to visuals with a small group.</p> <p>Proficiency Level 2: Emerging: 16.2.9-12.2L</p> <p>Match oral phrases and statements to media, objects, or illustrations with a partner.</p> <p>Proficiency Level 3: Developing: 16.2.9-12.3L</p> <p>Sort or sequence events from oral commentary with visual support and graphic organizers.</p> <p>Proficiency Level 4: Expanding: 16.2.9-12.4L</p> <p>Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner.</p> <p>Proficiency Level 5: Bridging: 16.2.9-12.5L</p>				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1WbFwT4_sZ11B-Vkokj51MYIher4rR5sF/view?usp=sharing">https://drive.google.com/file/d/1WbFwT4_sZ11B-Vkokj51MYIher4rR5sF/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-				Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/1BcdDdj3qyQajs6cAOS265Q7t0QCycrEc/view?usp=sharing">https://drive.google.com/file/d/1BcdDdj3qyQajs6cAOS265Q7t0QCycrEc/view?usp=sharing</a>
11-12	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	<a href="https://drive.google.com/file/d/14qQDJ1BaxWt7FUNdZ7rZgK_IWl9xuDXH/view?usp=sharing">https://drive.google.com/file/d/14qQDJ1BaxWt7FUNdZ7rZgK_IWl9xuDXH/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?  What is this text really about?	Main Idea	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	CC.1.2.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes.				Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Satire in Swift's "A Modest Proposal" Speeches of Queen Elizabeth I	Text audio Video instruction Use of interactive digital media Enlarged text Test questions read aloud, when appropriate Instructions read aloud Lesson recordings available Guided notes available Teacher's notes available Visual presentation of verbal material Oral responses accepted, when appropriate Dictation software, when appropriate Spelling dictionaries and autocheck Extended times for tasks and activities Extended time for homework Chunking of information Chunking of assignments <i>Annotating tools</i>	
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text?  What is this text really about?  How does interaction with text provoke thinking and...	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit...	CC.1.2.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Satire in Swift's "A Modest Proposal" Speeches of Queen Elizabeth I	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text?	Text Analysis	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group. Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner. Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or				Analyzing a Procedural Text: How to Find Out Anything Analyzing Career Information from the Bureau of Labor Statistics Website Central Ideas in A Vindication of the Rights of Woman Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Text Structure in an Informational Text	Refer to CC.1.2.11-12.A	

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11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 3: Text Structure in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal"	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers' know what to believe in what they read, hear, and view?	Text Structure	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear.	CC.1.2.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing a Procedural Text: How to Find Out Anything Central Ideas in A Vindication of the Rights of Woman Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 3: Text Structure in an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal"	Refer to CC.1.2.11-12.A	
11-12	An expanded vocabulary enhances one's ability to express ideas and information.	How does one develop and refine vocabulary?	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Comparing Eighteenth-Century Texts on Slavery Part 1: Text Details and Context Clues in an Informational Text Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" Word Meaning in the Preface to A Dictionary of the English Language	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Diverse Media	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or issue.	CC.1.2.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Part 1: Text Details and Context Clues in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response?	Evaluating Arguments	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Enlightenment Ideas in America	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and	Analysis Across Texts	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	NA			Analyzing US World War II Political Messages Enlightenment Ideas in America	Refer to CC.1.2.11-12.A	
11-12	An expanded vocabulary enhances one's ability to express ideas and information	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a	CC.1.2.11-12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Building Vocabulary: Word Roots, Affixes, and Reference Materials Part 4: Writing to Evaluate Mortimer's Style	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and	CC.1.2.11-12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Word Meaning in the Preface to A Dictionary of the English Language	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text?  What is this text really about? How do readers know what to believe?  How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Analyzing a Procedural Text: How to Find Out Anything Analyzing Career Information from the Bureau of Labor Statistics Website Central Ideas in A Vindication of the Rights of Woman Comparing Eighteenth-Century Texts on Slavery Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 1: Text Details and Context Clues in an Informational Text Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Text Structure in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued)	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Theme	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.15 Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.25 Ask and answer text features using pictures, graphs, or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.35 Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.45 Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.55 Discuss the key details and events of a grade-				Hamlet, Part 8: Themes Part 2: Epic Hero: Gilgamesh Part 3: Characterization in The Importance of Being Earnest Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Themes in the Poetry of Keats	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How do readers' know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Text Analysis	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	CC.1.3.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Central Ideas and Context: Utopia Chivalry in the Middle Ages: Sir Gawain and the Green Knight Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Introduction to Anglo-Saxon Literature: Beowulf Part 2: Epic Hero: Gilgamesh Part 3: Text Structure in an Informational Text Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: The Strange Case of Dr. Jekyll and	Refer to CC.1.2.11-12.A	

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11-12	Effective readers use appropriate strategies to construct meaning  Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information	How do strategic readers create meaning from informational and literary text? What is this text really about?  How does interaction with text provoke thinking and response?	Literary Elements	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals. Proficiency Level 2: Emerging: 16.2.9-12.2R Sequence the events of a person's life using a timeline. Proficiency Level 3: Developing: 16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text. Proficiency Level 4: Expanding: 16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g. How did Rosa Park's decisions affect the Civil Rights movement?) Proficiency Level 5: Bridging: 16.2.9-12.5R Analyze a person's life choices using grade level text (e.g. was a decision beneficial or harmful).				Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Edgar Allan Poe's "The Tell-Tale Heart" Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 3: Characterization in The Importance of Being Earnest Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response?	Point of View	Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11-12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Evaluate Style	Edgar Allan Poe's "The Tell-Tale Heart" Part 1: A Comedy of Manners: The Importance of Being Earnest Part 2: Literary Devices in The Importance of Being Earnest Satire in The Pardoner's Tale	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? How does interaction with text provoke thinking and response?	Text Structure	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	CC.1.3.11-12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney's "Digging" Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Haiku and Romantic Poetry Hamlet, Part 7: Plot and Character Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Sound and Structure	Refer to CC.1.2.11-12.A	

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11-12	An expanded vocabulary enhances one's ability to express ideas and information.  Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary? How do readers know what to believe in what they read, hear, and view? How does interaction with text	Vocabulary	Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Allusions and Perspective in Derek Walcott's Midsummer Analyzing Ekphrastic Poetry Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney's "Digging" Haiku and Romantic Poetry Hamlet, Part 2: Word Choice and Tone Hamlet, Part 3: Figurative Language and Allusions Introduction to Romanticism Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: Literary Devices in The Importance of Being Earnest Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Style in Poems by	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does	Sources of Information	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	CC.1.3.11-12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Analyzing Ekphrastic Poetry Characterization in Grendel Comparing and Contrasting Two Versions of The War of the Worlds Hamlet, Part 4: Comparing and Contrasting Interpretations Introduction to Anglo-Saxon Literature: Beowulf	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning.  Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does	Text Analysis	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	CC.1.3.11-12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Analyzing Ekphrastic Poetry Edgar Allan Poe's "The Tell-Tale Heart"	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one's ability to express ideas and information.	How do strategic readers create meaning from informational and literary text? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content, choosing flexibly from a range of	CC.1.3.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Central Ideas and Context: Utopia Hamlet, Part 2: Word Choice and Tone	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 5: Characteristics of Elizabethan Drama	Refer to CC.1.2.11-12.A	
11-12	Effective readers use appropriate strategies to construct meaning	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Ekphrastic Poetry Central Ideas and Context: Utopia Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney's "Digging" Edgar Allan Poe's "The Tell-Tale Heart" Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 2: Word Choice and Tone Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 6: Applying Literary Criticism Hamlet, Part 7: Plot and	Refer to CC.1.2.11-12.A	

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11-12				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to	CC.1.4.11-12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include	CC.1.4.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of	CC.1.4.11–12.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	

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11-12				Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim	CC.1.4.11–12.H	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level,	CC.1.4.11–12.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that	CC.1.4.11–12.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition. • Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of	CC.1.4.11–12.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Edgenuity curriculum is not linked to this standard	Refer to CC.1.2.11-12.A	
	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12				Write narratives to develop real or imagined experiences or events.	CC.1.4.11-12.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Focus for Writing	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters;	CC.1.4.11-12.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid	CC.1.4.11-12.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over	CC.1.4.11-12.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and	CC.1.4.11–12.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Writing Coherent Sentences Writing a Narrative Application Essay Writing a Personal Statement	Refer to CC.1.2.11-12.A	
11-12	Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	CC.1.4.11–12.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Contested Usage Parts of Speech: Gerunds, Participles, and Infinitives Using Punctuation Writing Coherent Sentences	Refer to CC.1.2.11-12.A	
11-12	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11–12.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Allusions and Perspective in Derek Walcott's Midsummer Analyzing Career Information from the Bureau of Labor Statistics Website Analyzing Ekphrastic Poetry Analyzing US World War II Political Messages Central Ideas and Context: Utopia Central Ideas in A Vindication of the Rights of Woman Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Comparing Eighteenth-Century Texts on Slavery Contemporary Poetry: Seamus Heaney's "Digging" Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: A Comedy of Manners: The Importance of Being Earnest Part 1: An	Refer to CC.1.2.11-12.A	

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11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.11–12.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries. Proficiency Level 2: Emerging: 16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model. Proficiency Level 3: Developing: 16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model. Proficiency Level 4: Expanding: 16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner. Proficiency Level 5: Bridging: 16.2.9-12.5W Produce grade-level writing across various				Writing a Narrative Application Essay Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,	CC.1.4.11–12.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Writing a Narrative Application Essay Writing a Personal Statement Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia	Refer to CC.1.2.11-12.A	
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	CC.1.4.11–12.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on	CC.1.4.11–12.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language	Refer to CC.1.2.11-12.A	
11-12	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11–12.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Allusions and Perspective in Derek Walcott's Midsummer Analyzing Career Information from the Bureau of Labor Statistics Website Analyzing Ekphrastic Poetry Analyzing US World War II Political Messages Central Ideas and Context: Utopia Central Ideas in A Vindication of the Rights of Woman Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Comparing Eighteenth-Century Texts on Slavery Contemporary Poetry: Seamus Heaney's "Digging" Creating a Museum Exhibit Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: A Comedy of Manners: The Importance	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly	CC.1.5.11–12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Critical Listening	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of view	CC.1.5.11–12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	
11-12	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p>	Evaluating Information	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	CC.1.5.11–12.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<p>Standard Area - ELD 16.2.9-12</p> <p>Proficiency Level 1: Entering: 16.2.9-12.1L Match oral content vocabulary to visuals with a small group.</p> <p>Proficiency Level 2: Emerging: 16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.</p> <p>Proficiency Level 3: Developing: 16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.</p> <p>Proficiency Level 4: Expanding: 16.2.9-12.4L Identify cause and effect from oral discourse (e.g. watch a video clip and predict a character's response) with a partner.</p> <p>Proficiency Level 5: Bridging: 16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or</p>				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11–12.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.9-12 Proficiency Level 1: Entering: 16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students. Proficiency Level 2: Emerging: 16.2.9-12.2S Ask and answer text features using pictures, graphs or charts with a partner. Proficiency Level 3: Developing: 16.2.9-12.3S Ask and answer context features of text using graphic organizers. Proficiency Level 4: Expanding: 16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes. Proficiency Level 5: Bridging: 16.2.9-12.5S Discuss the key details and events of a grade-				Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	
11-12	Effective speakers prepare and communicate messages to address the audience and purpose.	How do speakers employ language and utilize resources to effectively communicate a message?	Multimedia	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11–12.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Planning a Multimedia Presentation	Refer to CC.1.2.11-12.A	
11-12	Effective speakers prepare and communicate messages to address the audience and purpose	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11–12.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Speaking and Listening: Formal Debate	Refer to CC.1.2.11-12.A	

AP English Language and Comp Framework

Course	Unit	Unit Overview	Enduring Understanding	Learning Objective	Compet Essential Knowledge	Standard	English Language Development Standards	ELD Proficiency Levels	Instructional Time	Vocabulary	Curriculum Align	Modifications	Sample Lesson Plans
AP English	1	Too often, students are rushed into writing full essays without having honed the skills of crafting a claim and defending it with textual evidence.	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.A	The rhetorical situation of a text collectively refers to the	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	writing full essays without having honed the skills of crafting a claim and defending it with textual evidence.	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.B	The existence is the part of a rhetorical situation that inspires	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	defending it with textual evidence.	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.C	The purpose of a text is what the writer hopes to accomplish	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.D	An audience of a text has shared as well as individual belief	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.A	Writers convey their positions through one or more claims	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.B	Writers defend their claims with evidence and/or reasoning.	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.C	Types of evidence may include facts, anecdotes, analogies,	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.D	Effective claims provoke interest and require a defense,	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	1	Students will benefit from frequent practice during this unit	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.E	Writers relate source material to their own argument	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	RHS-1	Individuals write w	1.B	Reading – Explain	RHS-1.F	Writers' perceptions of an audience's values, beliefs, needs	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	RHS-1	Individuals write w	1.B	Reading – Explain	RHS-1.G	To achieve a purpose, writers make choices in an attempt	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	RHS-1	Individuals write w	1.B	Reading – Explain	RHS-1.H	Arguments seek to persuade or motivate action through	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.F	Writers use evidence strategically and purposefully to illustrate	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.G	Strategically selected evidence strengthens the validity and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.H	An effective argument contains sufficient evidence; evidence	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	CLE-1	Writers make claim	3.B	Reading – Identify	CLE-1.I	A thesis is the main, overarching claim a writer is seeking	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	2	In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers' arguments, while emulating such models in their own	CLE-1	Writers make claim	3.B	Reading – Identify	CLE-1.J	A writer's thesis is not necessarily a single sentence or	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.K	Effective use of evidence uses commentary to establish	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.L	Writers introduce source material by using commentary	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.M	Synthesis requires consideration, explanation, and integrat	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.N	Writers must acknowledge words, ideas, images, texts, and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.A	Writers may lead readers through a line of reasoning and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.B	Writers may express a claim and then develop a line of	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.C	Commentary explains the significance and relevance of	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.E	The sequence of paragraphs in a text reveals the argument	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.F	Flaws in a line of reasoning may render an argument	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.G	Methods of development are common approaches	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.H	Some typical methods of development are narration, cause	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.I	When developing ideas through narration, writers offer	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	3	Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement.	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.J	When developing ideas through cause-effect, writers	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.I	The introduction of an argument introduces the subject	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.J	The conclusion of an argument brings the argument	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	CLE-1	Writers make claim	3.B	Reading – Identify	CLE-1.O	A thesis statement may preview the line of reasoning	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.G	Methods of development are common approaches	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.K	When developing ideas through comparison-contrast,	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	4	Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an	REO-1	Writers guide unde	5.C	Reading – Recogniz	REO-1.L	When developing ideas through a definition or	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	REO-1	Writers guide unde	5.A	Reading – Describe	REO-1.M	The body paragraphs of a written argument make	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	REO-1	Writers guide unde	5.B	Reading – Explain	REO-1.N	Coherence occurs at different levels in a piece of	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	REO-1	Writers guide unde	5.B	Reading – Explain	REO-1.O	Repetition, synonyms, pronoun references, and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	REO-1	Writers guide unde	5.B	Reading – Explain	REO-1.P	Transitional elements are words or other	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	REO-1	Writers guide unde	5.B	Reading – Explain	REO-1.Q	Transitional elements can be used to introduce	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.A	Words have both connotative and denotative	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.B	Descriptive words, such as adjectives and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	5	The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.C	Precise word choice reduces confusion and	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.P	When synthesizing, writers draw upon	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.Q	A source provides information for an	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.R	A position and a perspective are	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	CLE-1	Writers make claim	3.A	Reading – Identify	CLE-1.S	When incorporating evidence or	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	CLE-1	Writers make claim	3.B	Reading – Identify	CLE-1.T	The degree to which a source does or	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.D	A writer's tone is the writer's attitude	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.E	Readers infer a writer's tone from the	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	6	This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement	STL-1	The rhetorical situa	7.A	Reading – Explain	STL-1.F	A writer's shifts in tone from one	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.I	The introduction of an argument introduces the	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	RHS-1	Individuals write w	1.A	Reading – Identify	RHS-1.J	The conclusion of an argument brings the	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	CLE-1	Writers make claim	3.C	Reading – Explain	v CLE-1.V	A lack of understanding of the	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	CLE-1	Writers make claim	3.C	Reading – Explain	v CLE-1.W	Because arguments are usually	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	CLE-1	Writers make claim	3.C	Reading – Explain	v CLE-1.X	Writers may strategically use	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.B	Reading – Explain	h STL-1.G	Writers express ideas in	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.B	Reading – Explain	h STL-1.H	The arrangement of sentences in	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.B	Reading – Explain	h STL-1.I	Subordination and coordination	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.B	Reading – Explain	h STL-1.J	Writers frequently use	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.B	Reading – Explain	h STL-1.K	Writers frequently use	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.C	Reading – Explain	h STL-1.L	The arrangement of clauses,	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.C	Reading – Explain	h STL-1.M	Grammar and mechanics that	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.C	Reading – Explain	h STL-1.N	Writers use punctuation	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.C	Reading – Explain	h STL-1.O	Punctuation (commas, colons,	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			
AP English	7	In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly	STL-1	The rhetorical situa	7.C	Reading – Explain	h STL-1.P	Some design features, such as	PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf			

AP English Language and Comp Framework

AP English	8	To provide teachers with time to focus on skills their students have not yet mastered, this penultimate unit only includes a small number of additional essential knowledge	RHS-1Individuals write w 1.B Reading – Explain h RHS-1.LWriters may make comparisons (e.g., similes, metaphors,ã PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	~15 class periods
AP English	8		RHS-1Individuals write w 1.B Reading – Explain h RHS-1.LWriters' choices regarding syntax and diction influence how PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		RHS-1Individuals write w 1.B Reading – Explain h RHS-1.MWord choice may reflect writers' biases and may affect the PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		RHS-1Individuals write w 1.B Reading – Explain h RHS-1.NBecause audiences are unique and dynamic, writers musto PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		STL-1The rhetorical situa 7.A Reading – Explain h STL-1.QA writer's style is made up of the mix of word choice, syntax PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		STL-1The rhetorical situa 7.A Reading – Explain h STL-1.RWriters may signal a complex or ironic perspective throughs PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		STL-1The rhetorical situa 7.B Reading – Explain h STL-1.SModifiers—including words, phrases, or clauses—qualify,cla PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	8		STL-1The rhetorical situa 7.B Reading – Explain h STL-1.TParenthetical elements—though not essential tounderstandit PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9	To provide teachers with time to focus on skills their students have not yet mastered, this final unit only includes a small number of additional essential knowledge	CLE-1Writers make claim 3.C Reading – Explain w CLE-1.YEffectively entering into an ongoing conversation about asut PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	~15 class periods
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.ZEvidence and sources will either support, complement, orco PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.AAWriters enhance their credibility when they refute, rebut, or PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.ABWhen writers concede, they accept all or a portion of a cor PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.ACWhen writers rebut, they offer a contrasting perspective or PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.ADWhen writers refute, they demonstrate, using evidence, th PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.AETransitions may be used to introduce counterarguments. PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	
AP English	9		CLE-1Writers make claim 3.C Reading – Explain w CLE-1.AFNot all arguments explicitly address a counterargument. PA ELD Standard 1: English language learners communicate in	CanDo-KeyUses-Gr-9-12.pdf	

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	L.N.1.3.1; L.N.1.3.2;	Main Ideas and		Viewpoint in I Know Why the Caged Bird Sings	Text audio	L.N.1.3.1:
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.3.1; L.N.1.3.2;	Main Ideas and		Viewpoint in I Know Why the Caged Bird Sings	Differentiation selected	L.N.1.3.1:
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;	Main Ideas and		Asian American Voices	Differentiation selected	L.N.1.1.1:
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.3.1; L.N.2.3.2;	Author's Purpose		Remembering and Reflecting on the Holocaust	Differentiation selected	L.N.2.3.1:
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	C.C.1.2.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;	Informational		A Look at the Fast-Food Industry by Eric Schlosser	Differentiation selected	L.N.1.1.1:
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.1.1; L.N.1.1.2;	Author's Purpose		A Look at the Fast-Food Industry by Eric Schlosser	Differentiation selected	L.N.1.1.1:
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.2.1; L.N.2.2.2;	Genres in		Comparing Accounts of Iqbal's Story	Differentiation selected	L.N.2.2.1:
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.2.5.1; L.N.2.5.2;	Fact and Opinion		Comparing Accounts of Iqbal's Story	Differentiation selected	L.N.2.5.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Abolition and Women's Rights Movements, Part 1	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;	Affixes and Roots		Using Reference Resources	Differentiation selected	L.N.1.2.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.N.1.2.1; L.N.1.2.2;	Affixes and Roots		Using Reference Resources	Differentiation selected	L.N.1.2.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	n/a			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	L.F.1.1.1; L.F.1.1.2;			An Introduction to Shakespeare and Romeo and	Differentiation selected	L.F.1.1.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;	Assumption		Symbols in Moby-Dick	Differentiation selected	L.F.1.1.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			Setting the Scene of Romeo and Juliet , Part 2	Differentiation selected	L.F.1.1.1: No lesson plans exist
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Word Choice and Extended Metaphor in a Poem	Differentiation selected	L.F.2.3.1:
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.1.1; L.F.1.1.2;			An Introduction to Shakespeare and Romeo and	Differentiation selected	L.F.1.1.1: No lesson plans exist
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.3.1; L.F.2.3.2;			Word Choice and Extended Metaphor in a Poem	Differentiation selected	L.F.2.3.1:
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Soliloquy and Figures of Speech in Romeo and	Differentiation selected	L.F.2.2.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.2.2.1; L.F.2.2.2;			Female Colonial Poetry	Differentiation selected	L.F.2.2.1: No lesson plans exist
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;			Using Reference Resources	Differentiation selected	L.F.1.2.1:
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	L.F.1.2.1; L.F.1.2.2;	Figurative		Using Reference Resources	Differentiation selected	L.F.1.2.1:
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	n/a			An Introduction to Shakespeare and Romeo and	Differentiation selected	
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected	
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.IE.1.1.1; C.IE.1.1.2;				Differentiation selected	C.IE.1.1.1:
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.IE.1.1.1; C.IE.1.1.2;				Differentiation selected	C.IE.1.1.1:
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	C.IE.1.1.1; C.IE.1.1.2;				Differentiation selected	C.IE.1.1.1:
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.IE.1.1.1; C.IE.1.1.2;				Differentiation selected	C.IE.1.1.1:
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.IE.1.1.1; C.IE.1.1.2;	Syntax			Differentiation selected	C.IE.1.1.1:
				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected	
				claims in an analysis of								from above options as	
				substantive topics.								needed or as dictated by	
												students' SDI	
9-10													
	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2;				Differentiation selected	No lesson plans exist
	influence the writer's	What is my purpose?	Writing	sharp distinct focus identifying				C.A.1.1.3; C.A.1.1.4;				from above options as	
	choice of organizational			topic, task, and audience.				C.A.1.1.5				needed or as dictated by	
	pattern, language, and			Argumentative: Write with a								students' SDI	
	literacy techniques.			sharp distinct focus identifying									
				topic, task, and audience.									
9-10				Narrative: Engage and orient									
				the reader by setting out a									
				problem, situation, or									
				observation, establishing one									
				or multiple points of view, and									
				introducing a narrator and/or									
				characters.									

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events.	CC.1.4.9-10.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5				Differentiation selected from above options as needed or as dictated by students' SDI	No lesson plans exist
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or	CC.1.4.9-10.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5				Differentiation selected from above options as needed or as dictated by students' SDI	No lesson plans exist
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience? What makes clear and effective writing?	Writing Style Production and Distribution of Writing	Write with an awareness of the stylistic aspects of composition. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5; C.A.2.1.1; C.A.2.1.2; C.A.2.1.3; C.A.2.1.4; C.A.2.1.5; C.A.2.1.6; C.A.2.1.7				Differentiation selected from above options as needed or as dictated by students' SDI	No lesson plans exist

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5; C.A.3.1.1; C.A.3.1.2; C.A.3.1.3; C.A.3.1.4; C.A.3.1.5		Syntax		Differentiation selected from above options as needed or as dictated by students' SDI	No lesson plans exist
9-10				Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why am I writing? What is my purpose?	Focus for Writing	Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.9-10.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events	CC.1.4.9-10.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section.	CC.1.4.9-10.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1W Label events in a story with sequence words (e.g. first, second, then, last) using an illustrated narrative or informational text. Proficiency Level 2: Emerging: 16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g. After that...; Finally...). Proficiency Level 3: Developing: 16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart. Proficiency Level 4: Expanding: 16.2.6-8.4W Construct a paragraph that uses some technical language (e.g. initially, finally) to convey sequence using model papers. Proficiency Level 5: Bridging: 16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	n/a			Using Reference Resources	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition.	CC.1.4.9-10.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions		CC.1.4.9-10.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Syntax	Using Reference Resources	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CC.1.4.9-10.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			An Introduction to Shakespeare and Romeo and Juliet , Part 1 Setting the Scene of Romeo and Juliet , Part 2 Word Choice and Extended Metaphor in a Poem by Maya Angelou Compare and Contrast: Myths and Cultures Comparing Accounts of Iqbal's Story Viewpoint in I Know Why the Caged Bird Sings The Odyssey and Epic Poetry: An Introduction, Part 1 Narrative Elements in "Pyramus and Thisbe," from Ovid's Metamorphoses Soliloquy and Figures of Speech in Romeo and Juliet , Part 4 Characters and Conflict in Romeo and Juliet , Part 3 Characterization, Theme, and Irony in "The Gift of the Magi" Introduction to Individuality and Conformity: "Initiation" Suspense in "The Cruel Tribute" Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Historical Context and Conflict in Lizzie Bright and the Buckminster Box . Part 1	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.9-10.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.9-10.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.1.4.9-10.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CC.1.4.9-10.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.9-10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details	n/a		A Look at the Fast-Food Industry by Eric Schlosser	Differentiation selected from above options as needed or as dictated by students' SDI		
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Critical Listening	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.9-10.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Skills Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?	Evaluating Information	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC.1.5.9-10.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.9-10.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		A Look at the Fast-Food Industry by Eric Schlosser		Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?	Multimedia	Make strategic use of digital media   presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.9-10.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a				Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.	CC.1.5.9-10.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		A Look at the Fast-Food Industry by Eric Schlosser		Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective readers use	How do strategic readers	Main Idea	Determine a central idea of a	CC.1.2.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	L.N.1.3.1; L.N.1.3.2;		Word Analysis	Text audio	
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.2.9-10.B	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.3.1; L.N.1.3.2;		Word Analysis	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Apply appropriate strategies to	CC.1.2.9-10.C	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.1.1; L.N.1.1.2;		Functional Text - How-To Article: How to Read	Differentiation selected	
9-10	Critical thinkers actively	How does interaction with text	Point of View	Determine an author's point of	CC.1.2.9-10.D	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.3.1; L.N.2.3.2;		Persuasive Text - An Editorial: Rethinking Ground	Differentiation selected	
9-10	Critical thinkers actively	How does interaction with text	Text Structure	Analyze in detail how an	C.C.1.2.9-10.E	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.1.1; L.N.1.1.2;		Persuasive Text - An Editorial: Rethinking Ground	Differentiation selected	
9-10	An expanded vocabulary	How does one develop and	Vocabulary	Analyze how words and	CC.1.2.9-10.F	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.1.1; L.N.1.1.2;		The Role of Vocabulary	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Diverse media	Analyze various accounts of a	CC.1.2.9-10.G	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.2.1; L.N.2.2.2;			Differentiation selected	
9-10	Effective readers use	How do strategic readers	Evaluating	Delineate and evaluate the	CC.1.2.9-10.H	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.2.5.1; L.N.2.5.2;			Differentiation selected	
9-10	Effective readers use	How do strategic readers	Analysis Across	Analyze seminal U.S.	CC.1.2.9-10.I	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	n/a			Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.9-10.J	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.2.1; L.N.1.2.2;		The Role of Vocabulary	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.9-10.K	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.N.1.2.1; L.N.1.2.2;		The Role of Vocabulary	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.9-10.L	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	n/a		Word Analysis	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.9-10.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	L.F.1.1.1; L.F.1.1.2;		Word Analysis	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Cite strong and thorough	CC.1.3.9-10.B	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.1.1; L.F.1.1.2;	Assumption	Word Analysis	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Literary	Analyze how complex	CC.1.3.9-10.C	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.1.1; L.F.1.1.2;		Literary Text - Nonfiction: In Search of Our	Differentiation selected	
9-10	Critical thinkers	How do readers know what to	Point of View	Determine an author's	CC.1.3.9-10.D	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.3.1; L.F.2.3.2;		Elective - Computers: Computer Animation: You	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Structure	Analyze how an author's	CC.1.3.9-10.E	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.1.1; L.F.1.1.2;		Literary Text - Short Story: Sherlock Holmes - The	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Analyze how words and	CC.1.3.9-10.F	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.3.1; L.F.2.3.2;		Literary Text - A Poem: View of the Capitol from	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Sources of	Analyze the representation of a	CC.1.3.9-10.G	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.2.1; L.F.2.2.2;			Differentiation selected	
9-10	Effective readers use	How do strategic readers	Text Analysis	Analyze how an author draws	CC.1.3.9-10.H	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.2.2.1; L.F.2.2.2;			Differentiation selected	
9-10	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.9-10.I	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.2.1; L.F.1.2.2;		The Role of Vocabulary	Differentiation selected	
9-10	An expanded vocabulary	Why learn new words?	Vocabulary	Demonstrate understanding	CC.1.3.9-10.J	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	L.F.1.2.1; L.F.1.2.2;	Figurative	The Role of Vocabulary	Differentiation selected	
9-10	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.9-10.K	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	n/a		Word Analysis	Differentiation selected	
9-10				Write informative/ explanatory	CC.1.4.9-10.A	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	n/a		Language: Grammar	Differentiation selected	
9-10	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.B	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	C.IE.1.1.1; C.IE.1.1.2;		Math - Statistics: The World's Tallest Skyscrapers	Differentiation selected	
9-10	Audience and purpose	Who is my audience?	Content for	Informational: Develop and	CC.1.4.9-10.C	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	C.IE.1.1.1; C.IE.1.1.2;		Math - Statistics: The World's Tallest Skyscrapers	Differentiation selected	
9-10	Audience and purpose	What makes clear and	Organization for	Informational: Organize ideas,	CC.1.4.9-10.D	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	C.IE.1.1.1; C.IE.1.1.2;			Differentiation selected	
9-10	Audience and purpose	Who is the audience?	Writing Style	Write with an awareness of the	CC.1.4.9-10.E	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	C.IE.1.1.1; C.IE.1.1.2;		Math - Statistics: The World's Tallest Skyscrapers	Differentiation selected	
9-10	Rules of grammar and	How do grammar and the	Writing		CC.1.4.9-10.F	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	C.IE.1.1.1; C.IE.1.1.2;	Syntax	Language: Grammar	Differentiation selected	
				Write arguments to support	CC.1.4.9-10.G	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	n/a		Persuasive Text - An Editorial: Rethinking Ground	Differentiation selected	
				claims in an analysis of						Zero	from above options as	
				substantive topics.						The Strategy Focus: Text Structure	needed or as dictated by	
9-10										Math - Charts and Graphs: European Union -	students' SDI	
										Budget		
										Visual Text - Propaganda: Canadian World War I		
										Posters		
	Audience and purpose	Why am I writing?	Focus for	Informational: Write with a	CC.1.4.9-10.H	PA ELD Standard 1: English	CanDo-KeyUses-Gr-9-12.pdf	C.A.1.1.1; C.A.1.1.2;			Differentiation selected	
	influence the writer's	What is my purpose?	Writing	sharp distinct focus identifying				C.A.1.1.3; C.A.1.1.4;			from above options as	
	choice of organizational			topic, task, and audience.				C.A.1.1.5			needed or as dictated by	
	pattern, language, and			Argumentative: Write with a							students' SDI	
	literacy techniques.			sharp distinct focus identifying								
9-10				topic, task, and audience.								
				Narrative: Engage and orient								
				the reader by setting out a								
				problem, situation, or								
				observation, establishing one or								
				multiple points of view, and								
				introducing a narrator and/or								
				characters.								

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to	CC.1.4.9-10.I	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5			Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a	CC.1.4.9-10.J	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5		Persuasive Text - An Editorial: Rethinking Ground Zero The Strategy Focus: Text Structure Math - Charts and Graphs: European Union - Budget Visual Text - Propaganda: Canadian World War I Posters	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience? What makes clear and effective writing?	Writing Style Production and Distribution of Writing	Write with an awareness of the stylistic aspects of composition. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.K	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5; C.A.2.1.1; C.A.2.1.2; C.A.2.1.3; C.A.2.1.4; C.A.2.1.5; C.A.2.1.6; C.A.2.1.7		Persuasive Text - An Editorial: Rethinking Ground Zero The Strategy Focus: Text Structure Math - Charts and Graphs: European Union - Budget Visual Text - Propaganda: Canadian World War I Posters	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.9-10.L	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	C.A.1.1.1; C.A.1.1.2; C.A.1.1.3; C.A.1.1.4; C.A.1.1.5; C.A.3.1.1; C.A.3.1.2; C.A.3.1.3; C.A.3.1.4; C.A.3.1.5	Syntax	Language: Grammar	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10				Write narratives to develop real or imagined experiences or events.	CC.1.4.9-10.M	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Why am I writing? What is my purpose?	Focus for Writing	Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.9-10.N	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is my audience?	Content for Writing	Informational: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to	CC.1.4.9-10.O	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		The Strategy Focus: Text Structure Social Studies - Economics: What is Green Economics? Elective - Sociology and Architecture: Green Architecture - New Urbanism Expository Text - Biography: Ansel Adams, Wilderness Photographer The Strategy Focus: Visualizing Math - Geometry: Bike Designers and Geometry Science - Chemistry: Chefs as Chemists Literary Text - Short Story: Helen on Eighty-Sixth Street Expository Text - Biography: Director Robert Rodriguez: Want to be a Filmmaker?	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Organization for Writing	Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.  Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a	CC.1.4.9-10.P	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1W Label events in a story with sequence words (e.g. first, second, then, last) using an illustrated narrative or informational text. Proficiency Level 2: Emerging: 16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g. After that...; Finally...). Proficiency Level 3: Developing: 16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart. Proficiency Level 4: Expanding: 16.2.6-8.4W Construct a paragraph that uses some technical language (e.g. initially, finally) to convey sequence using model papers. Proficiency Level 5: Bridging: 16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	n/a		Expository Text - Biography: Ansel Adams, Wilderness Photographer	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Who is the audience? What will work best for the audience?	Writing Style	Write with an awareness of the stylistic aspects of composition.	CC.1.4.9-10.Q	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Language: Sentence Structure	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	How do grammar and the conventions of language influence spoken and written communication?	Writing Conventions		CC.1.4.9-10.R	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a	Syntax	Language: Grammar	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?	Response to Literature	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	CC.1.4.9-10.S	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Functional Text - How-To: How to Become a Fashion Designer The Strategy Focus: Questioning Science - Environmental: Climate Change and Agriculture in Africa	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	What makes clear and effective writing?	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	CC.1.4.9-10.T	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Language: Grammar Fluency: Phrasing and Expression Social Studies - Economics: What is Green Economics? Elective - Sociology and Architecture: Green Architecture - New Urbanism The Strategy Focus: Visualizing Elective - Computers: Computer Animation: You Can't Rush Art Literary Text - Short Story: Helen on Eighty-Sixth Street Social Studies - History: The History of Extreme Sports Literary Text - Memoir: excerpt from The Cruise of the Snark Functional Text - How-To: All About Fingerprints	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	How does one best present findings?	Technology and Publication	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	CC.1.4.9-10.U	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	What does a reader look for and how can s/he find it?	Conducting Research	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.9-10.V	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Functional Text - How-To: How to Become a Fashion Designer Science - Environmental: Climate Change and Agriculture in Africa	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective research requires multiple sources of information to gain or expand knowledge.	How does a reader know a source can be trusted?	Credibility, Reliability, and Validity of Sources	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC.1.4.9-10.W	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		The Role of Vocabulary Elective - Humanities: The Winchester Mystery House Literary Text - Poetry: Looking, Walking, Being Functional Text - FAQ Sheet: CFL's and Clean-up Math - Geometry: Bike Designers and Geometry Social Studies - The Renaissance: Leonardo da Vinci Elective - Computers: Computer Animation: You Can't Rush Art Functional Text - How-To: How to Become a Fashion Designer Persuasive Text - Movie Review: Lords of Dogtown The Strategy Focus: Questioning Math - Fractal Geometry: Jurassic Park Fractal Social Studies - Anthropology: Mysteries - Forensic Sculpture Elective - Computers: Forensic Animation Visual Text: Creating a Visual Presentation	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	Why do writers write? What is the purpose?	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CC.1.4.9-10.X	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Language: Sentence Structure	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Collaborative Discussion	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CC.1.5.9-10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details	n/a			Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Critical Listening	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CC.1.5.9-10.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Standard Area - ELD 16.2.6-8 Proficiency Level 1: Entering: 16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank. Proficiency Level 2: Emerging: 16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank. Proficiency Level 3: Developing: 16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames. Proficiency Level 4: Expanding: 16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer. Proficiency Level 5: Bridging: 16.2.6-8.5L Summarize main ideas and supporting details	n/a		Rhetoric - Speech: Franklin Delano Roosevelt - Pearl Harbor Address to the Nation	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?	Evaluating Information	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC.1.5.9-10.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a			Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp II Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Purpose, Audience and Task	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	CC.1.5.9-10.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Fluency: Phrasing and Expression Math - Statistics: The World's Tallest Skyscrapers Social Studies - Economics: What is Green Economics? Elective - Sociology and Architecture: Green Architecture - New Urbanism Persuasive Text - Editorial: Bad Bags Social Studies - The Renaissance: Leonardo da Vinci Functional Text - How-To: How to Become a Fashion Designer Visual Text - Painting: Diego Rivera: Master Muralist Expository Text - News Article: USA Today: Vogue Cover Persuasive Text - Editorial: Remanufacturing Athletes Science - Biology: DNA and Forensics Elective - Computers: Forensic Animation Literary Text - Short Story: Sherlock Holmes - The Adventure of the Sussex Vampire Persuasive Text - Forensic Ethics: The Expert Witness Math - Charts and Graphs: European Union - ...	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Context	Adapt speech to a variety of contexts and tasks.	CC.1.5.9-10.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Language: Grammar	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?	Multimedia	Make strategic use of digital media I presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.9-10.F	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Visual Text: Creating a Visual Presentation	Differentiation selected from above options as needed or as dictated by students' SDI	
9-10	Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?	Conventions of Standard English	Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.	CC.1.5.9-10.G	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	n/a		Language: Grammar	Differentiation selected from above options as needed or as dictated by students' SDI	

Literacy Comp 1 Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	Modifications	Lesson Plan List
6	Effective readers use	How do strategic readers	Main Idea	Determine two or more main	CC.1.2.6.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	E06.B-K.1.1.2		The Strategy Focus: Visualizing	Text audio	
6	Effective readers use	How do strategic readers	Text Analysis	Cite textual evidence to	CC.1.2.6.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-K.1.1.1	Cite	The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Text Analysis	Analyze in detail how a key	CC.1.2.6.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-K.1.1.3	Analyze	The Strategy Focus: Visualizing	Differentiation selected	
6	Critical thinkers actively	How do readers' know what to	Point of View	Determine an author's point of	CC.1.2.6.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-C.2.1.1		The Strategy Focus: Text Structure- One Foot, Two	Differentiation selected	
6	Effective readers use	How do strategic readers	Text Structure	Analyze the author's structure	CC.1.2.6.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-C.2.1.2		The Strategy Focus: Visualizing	Differentiation selected	
6	An expanded vocabulary	What strategies and resources	Vocabulary	Determine the meaning of	CC.1.2.6.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-V.4.1.1		The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Diverse Media	Integrate information	CC.1.2.6.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Evaluating	Evaluate an author's argument	CC.1.2.6.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-C.3.1.1	Claims		Differentiation selected	
6	Effective readers use	How do strategic readers	Analysis Across	Examine how two authors	CC.1.2.6.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-C.3.1.2			Differentiation selected	
6	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.2.6.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-V.4.1.1		The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Vocabulary	Determine or clarify the	CC.1.2.6.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.B-V.4.1.1		The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.2.6.L	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8			The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Theme	Determine a theme or central	CC.1.3.6.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	E06.A-K.1.1.2	Central Idea	Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Effective readers use	How do strategic readers	Text Analysis	Cite textual evidence to	CC.1.3.6.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-K.1.1.1	Textual Evidence	Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Effective readers use	How do strategic readers	Literary	Describe how a particular story	CC.1.3.6.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-K.1.1.3	Episode	Literary Text: Short Story - "The Dog of Pompeii"	Differentiation selected	
6	Critical thinkers	How do readers know what to	Point of View	Determine an author's point of	CC.1.3.6.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-C.2.1.1		Literary Text: Poetry	Differentiation selected	
6	Effective readers use	How do strategic readers	Text Structure	Analyze the development of	CC.1.3.6.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-C.2.1.2	Analyze	The Strategy Focus: Questioning	Differentiation selected	
6	An expanded vocabulary	Why learn new words?	Vocabulary	Determine the meaning of	CC.1.3.6.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-C.2.1.3		The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Sources of	Compare and contrast the	CC.1.3.6.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	06.A-C.2.1.1		Literary Text: Poetry	Differentiation selected	
6	Effective readers use	How do strategic readers	Text Analysis	Compare and contrast texts in	CC.1.3.6.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-C.3.1.1		Science - Water, Water Everywhere	Differentiation selected	
6	Effective readers use	How do strategic readers	Strategies	Determine or clarify the	CC.1.3.6.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-V.4.1.1		The Strategy Focus: Visualizing	Differentiation selected	
6	An expanded vocabulary	Why learn new words?	Vocabulary	Acquire and use accurately	CC.1.3.6.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.A-V.4.1.1	Figurative	The Strategy Focus: Visualizing	Differentiation selected	
6	Effective readers use	How do strategic readers	Range of	Read and comprehend literary	CC.1.3.6.K	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8			Math - Extreme Temperatures: Some Like it HOT!	Differentiation selected	
6				Write informative/ explanatory	CC.1.4.6.A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			The Strategy Focus: Visualizing	Differentiation selected	
6	Audience and purpose	Why do writers write? What is	Focus for	Informational: Identify and	CC.1.4.6.B	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.1		Elective - Health: Above and Beyond - Animal	Differentiation selected	
6	Audience and purpose	What makes clear and	Content for	Informational: Develop and	CC.1.4.6.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.2	Sensory language	Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Audience and purpose	What makes clear and	Organization	Informational: Organize ideas,	CC.1.4.6.D	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	E06.C.1.2.1	Compare/contras	Math - Extreme Temperatures: Some Like it HOT!	Differentiation selected	
6	Audience and purpose	Who is the audience? What	Writing Style	Write with an awareness of the	CC.1.4.6.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.4			Differentiation selected	
6	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade	CC.1.4.6.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.D.1.1.1	Pronoun case		Differentiation selected	
6				Write arguments to support	CC.1.4.6.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			The Strategy Focus: Text Structure- One Foot, Two	Differentiation selected	
6	Audience and purpose	Why do writers write? What is	Focus for	Informational: Identify and	CC.1.4.6.H	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.1			Differentiation selected	
6	Audience and purpose	What makes clear and	Content for	Informational: Develop and	CC.1.4.6.I	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.2	Sensory language		Differentiation selected	
6	Audience and purpose	What makes clear and	Organization	Informational: Organize ideas,	CC.1.4.6.J	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.1	Compare/contras	The Strategy Focus: Text Structure- One Foot, Two	Differentiation selected	
6	Audience and purpose	Who is the audience? What	Writing Style	Write with an awareness of the	CC.1.4.6.K	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.4		The Strategy Focus: Text Structure- One Foot, Two	Differentiation selected	
6	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade	CC.1.4.6.L	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.D.1.1.1	Pronoun case		Differentiation selected	
6				Write narratives to develop	CC.1.4.6.M	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			The Strategy Focus: Text Structure- One Foot, Two	Differentiation selected	
6	Audience and purpose	Why do writers write? What is	Focus for	Informational: Identify and	CC.1.4.6.N	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.1			Differentiation selected	
6	Audience and purpose	What makes clear and	Content for	Informational: Develop and	CC.1.4.6.O	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.2	Sensory language	Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Audience and purpose	What makes clear and	Organization	Informational: Organize ideas,	CC.1.4.6.P	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8	E06.C.1.2.1	Compare/contras	Science - Water, Water Everywhere	Differentiation selected	
6	Audience and purpose	Who is the audience? What	Writing Style	Write with an awareness of the	CC.1.4.6.Q	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.C.1.2.4			Differentiation selected	
6	Rules of grammar and	How do grammar and the	Writing	Demonstrate a grade	CC.1.4.6.R	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.D.1.1.1	Pronoun case		Differentiation selected	
6	Critical thinkers actively	How do readers know what to	Response to	Draw evidence from literary or	CC.1.4.6.S	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	E06.E.1.1.1		Visual Text Skill: Analyzing a Poster	Differentiation selected	
6	Audience and purpose	What makes clear and	Production and	With guidance and support	CC.1.4.6.T	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Social Studies - The Black Death: The Disease that	Differentiation selected	
6	Effective research	How does one best present	Technology and	Use technology, including the	CC.1.4.6.U	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Differentiation selected	
6	Effective research	What does a reader look for	Conducting	Conduct short research	CC.1.4.6.V	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Elective - Health: Global Warming and Superbugs	Differentiation selected	
6	Effective research	How does a reader know a	Credibility,	Gather relevant information	CC.1.4.6.W	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Audience and purpose	Why do writers write? What is	Range of	Write routinely over extended	CC.1.4.6.X	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>			Visual Text Skill: Analyzing a Poster	Differentiation selected	
6	Active listeners make	What do good listeners do?	Collaborative	Engage effectively in a range of	CC.1.5.6.A	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8				Differentiation selected	
6	Active listeners make	What do good listeners do?	Critical	Delineate a speaker's argument	CC.1.5.6.B	PA ELD Standard 1: English	Standard Area - ELD 16.2.6-8				Differentiation selected	
6	Active listeners make	What do good listeners do?	Evaluating	Interpret information	CC.1.5.6.C	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Differentiation selected	
6	Effective speakers	How do task, purpose, and	Purpose,	Present claims and findings,	CC.1.5.6.D	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Claims	Science - Earth Science: Is There A Storm Brewing?	Differentiation selected	
6	Effective speakers	How do task, purpose, and	Context	Adapt speech to a variety of	CC.1.5.6.E	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Contexts		Differentiation selected	
6	Effective speakers	How do speakers employ	Multimedia	Include multimedia	CC.1.5.6.F	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Differentiation selected	
6	Effective speakers	How do task, purpose, and	Conventions of	Demonstrate command of the	CC.1.5.6.G	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>				Differentiation selected	



# 22-23 Charter Application Attachment

K-12 Curriculum Frameworks for Math

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Numbers &amp; Operations</b>													
K	Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Numerical Sequence	Rote count to 100. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Name numerals 0 – 20. Represent a number of objects with a written numeral 0-20.	CC.2.1.K.A.1 Know number names and write and recite the count sequence.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1L Assemble set of objects in response to oral prompts (e.g. two pencils; three erasers) using manipulatives with teacher modeling and a partner. Proficiency Level 2: Emerging: 16.3.PK.-K.2L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a teacher or classroom aide. Proficiency Level 4: Expanding: 16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils, and three erasers) using manipulatives with a partner. Proficiency Level 5: Bridging: 16.3PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils and three erasers) using	CM Week 4, 6, 8, 10, 14, 16	count, number, numeral, greater, smaller	<b>K12 OLS</b> Unit 3 Numbers Through 5, Unit 4 Work With 5, Unit 5 Numbers Through 10, Unit 6 Work With 10, Unit 7 Numbers Through 100	Identify numbers - up to 20 YTS Count up - up to 20 KYB Number lines - up to 20 UEP Before, after, and between - up to 20 XTF Count forward - up to 20 VXC Names of numbers - up to 20 YBS Complete an increasing sequence - up to 20 TGM	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Math Maniplatives Sensory Manipulatives	<a href="#">CC.2.1.K.A.1</a> <a href="#">CC.2.1.K.A.1-2</a>
K	Mathematical relationships among numbers can be represented, compared, and communicated. Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Object Quantity	Uses one-to-one correspondence when counting to 20. State the total number of objects counted, demonstrating understanding that that last number named tells the number of objects counted. Understand that each successive number name refers to a quantity that is one larger.	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1L Assemble set of objects in response to oral prompts (e.g. two pencils; three erasers) using manipulatives with teacher modeling and a partner. Proficiency Level 2: Emerging: 16.3.PK.-K.2L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a teacher or classroom aide. Proficiency Level 4: Expanding: 16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils, and three erasers) using manipulatives with a partner. Proficiency Level 5: Bridging: 16.3PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils and three erasers) using	CM Week 5, 7, 9, 11, 15,16,17		Count to 20 2JV Count dots - 0 to 20 7T4 Count on ten frames - up to 20 FTY Represent numbers - up to 20 HTQ Tally marks - up to 20 KNU Count blocks - up to 20 2W4		<a href="#">CC.2.1.K.A.2</a> <a href="#">CC.2.1.K.A.2-2</a>	
K	Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	When is it appropriate to estimate versus calculate? What makes a tool and/or strategy appropriate for a given task?	Number Comparison	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Compare two numbers between 1 and 10 presented as written numerals.	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1L Assemble set of objects in response to oral prompts (e.g. two pencils; three erasers) using manipulatives with teacher modeling and a partner. Proficiency Level 2: Emerging: 16.3.PK.-K.2L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a teacher or classroom aide. Proficiency Level 4: Expanding: 16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils, and three erasers) using manipulatives with a partner. Proficiency Level 5: Bridging: 16.3PK-K.5L Assemble sets of objects in response to multi-step oral	CM Week 5, 7, 9, 11, 15,17		Fewer and more - compare by matching 7YV Fewer and more - compare by counting 7ZE Fewer and more - compare in a mixed group 7MY Fewer, more, and same FLW Compare numbers Compare two numbers - up to 10 262 Order numbers		<a href="#">CC.2.1.K.A.3</a> <a href="#">CC.2.1.K.A.3-2</a>	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
K	Mathematical relationships among numbers can be represented, compared, and communicated. Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repetition or regularity assist in solving problems more efficiently?	Place Value	Compose and decompose numbers up to 19 into ten and ones by using objects or drawings, and record each composition or decomposition by a drawing or equation.	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1L Assemble set of objects in response to oral prompts (e.g. two pencils; three erasers) using manipulatives with teacher modeling and a partner. Proficiency Level 2: Emerging: 16.3.PK-K.2L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g. two pencils, three erasers) using manipulatives with a teacher or classroom aide. Proficiency Level 4: Expanding: 16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g. two pencils, and three erasers) using manipulatives with a partner. Proficiency Level 5: Bridging: 16.3PK-K.5L	CM Week 12-13			Count tens and ones - up to 20 JLP Write tens and ones - up to 20 FVP		<a href="#">CC.2.1.K.B.1</a> <a href="#">CC.2.1.K.B.1</a> <a href="#">2</a>
<b>Algebraic Concepts</b>													
K	Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and generalized.	How are relationships represented mathematically? How can recognizing repetition or regularity assist in solving problems more efficiently?	Addition and Subtraction	Represent addition and subtraction with objects, fingers, mental images, and drawings, sounds acting out situations, verbal explanations, expressions, or equations. Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation.	CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Kindergarten.pdf</a>	CM Week 19-29	part, total, addition, addition sentence, story problem, subtraction, subtraction sentence	<b>K12 OLS</b> Unit 9 Add Within 10, Unit 10 Subtract Within 10	Put together numbers using cubes - sums up to 5 EBP Add with cubes - sums up to 5 RHY Build cube trains to add up to 5 - addition sentences NGW Add with pictures - sums up to 5 LZY Addition sentences up to	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Math Manipulatives Sensory Manipulatives	<a href="#">CC.2.2.K.A.1</a> <a href="#">CC.2.2.K.A.1</a> <a href="#">1-2</a>
<b>Geometry</b>													
K	Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repetition or regularity assist in solving problems more efficiently?	Two- and ThreeDimensional Shapes	Identify shapes as twodimensional or three-dimensional. Name shapes regardless of their orientations or overall size. Use simple shapes to compose larger shapes.	CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling. Proficiency Level 2: Emerging: 16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner. Proficiency Level 3: Developing: 16.3PK-K.3R Match pictures of shapes to labels with manipulatives and a partner. Proficiency Level 4: Expanding: 16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group. Proficiency Level 5: Bridging: 16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CM Week 30-33	flat shape, flat surface, side, corner, curve, solid	<b>K12 OLS</b> Unit 1 Lessons 7-11 Sorting, Unit 14 Shapes and Solids	Name the two-dimensional shape MCW Circles ASA Triangles N6Y Squares 2WP Rectangles SLM Select two-dimensional shapes QRY Curved parts A6B Count corners EKY Square corners 6ZY	Text Read Aloud Supporting Visuals Assistive Technology Extended Time Translating Programs Math Manipulatives Sensory Manipulatives	<a href="#">CC.2.3.K.A.1</a> <a href="#">CC.2.3.K.A.1</a> <a href="#">1-2</a>
K	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can geometric properties and theorems be used to describe, model, and analyze situations?	Two- and ThreeDimensional Shapes	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front, behind, and next to. Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.	CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.PK-K Proficiency Level 1: Entering: 16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling. Proficiency Level 2: Emerging: 16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner. Proficiency Level 3: Developing: 16.3PK-K.3R Match pictures of shapes to labels with manipulatives and a partner. Proficiency Level 4: Expanding: 16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group. Proficiency Level 5: Bridging: 16.3.PK-K.5R	CM Week 34-35			Compare sides and corners UXY Compose two-dimensional shapes ZXE Flat and solid shapes 4X6 Identify shapes traced from solids MQE		<a href="#">CC.2.3.K.A.2</a> <a href="#">CC.2.3.K.A.2</a> <a href="#">2-2</a>
<b>Measurement, Data &amp; Probability</b>													

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum Alignment	IXL	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
K	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Measurement attributes can be quantified, and estimated using customary and noncustomary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Data can be modeled and used to make inferences.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>Why does “what” we measure influence “how” we measure?</p> <p>In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How does the type of data influence the choice of display?</p> <p>How can probability and data analysis be used to make predictions?</p>	<p>Measureable Attributes</p>	<p>Describe measurable attributes of objects, such as length, weight, area or capacity. Describe several measurable attributes of a single object. Compare two objects with a measureable attribute in common and describe the difference.</p>	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area - ELD 16.3.PK-K</p> <p>Proficiency Level 1: Entering: 16.3.PK-K.1S Repeat attributes of objects using words (e.g. long short, heavy) or gestures with teacher modeling.</p> <p>Proficiency Level 1: Entering: 16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g. big; small) with a partner.</p> <p>Proficiency Level 2: Emerging: 16.3.PK-K.2S State attributes of objects (e.g. long pencil, short chalk) using manipulatives with teacher support.</p> <p>Proficiency Level 2: Emerging: 16.3.PK-K.2W Describe measurable attributes of objects using a pre-printed worksheet with a partner.</p> <p>Proficiency Level 3: Developing: 16.3.PK-K.3S Describe attributes of objects (e.g. This pencil is long.) using manipulatives with a partner.</p> <p>Proficiency Level 3: Developing: 16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.</p> <p>Proficiency Level 4: Expanding: 16.3.PK-K.4S Compare attributes of objects using some technical language (e.g. This pencil is long. That one is short.) using manipulatives with a partner.</p> <p>Proficiency Level 4: Expanding: 16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.</p> <p>Proficiency Level 5: Bridging: 16.3.PK-K.5S Specify similarities and differences of attributes of objects</p>	<p>CM Week 36-38</p>	<p>length, area, weight, capacity, greater than, less than, compare, heavy, light, long, short</p>	<p><b>K12 OLS</b></p> <p>Unit 11 Lessons 7-11 More Measurable Attributes</p>	<p>Long and short DGP</p> <p>Tall and short 9KJ</p> <p>Light and heavy WWN</p> <p>Holds more or less 9KH</p> <p>Compare size, weight, and capacity KGC</p> <p>Measure length with objects B8S</p>	<p>Text Read Aloud</p> <p>Supporting Visuals</p> <p>Assistive Technology</p> <p>Extended Time</p> <p>Translating Programs</p> <p>Math Maniplatives</p> <p>Sensory Manipulatives</p>	<p><a href="#">CC.2.4.K.A.1</a></p> <p><a href="#">CC.2.4.K.A.1-2</a></p>
K			<p>Object Classification and Count</p>	<p>Classify up to 20 objects using one attribute into categories; display the number of objects in each category; count and compare the quantities of each category and describe the difference.</p>	<p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p><a href="#">CanDo-KeyUses-Kindergarten.pdf</a></p>	<p>CM Week 39-40</p>		<p>Fewer and more - compare in a mixed group 7MY</p> <p>Classify shapes by color 8JL</p> <p>Sort shapes into a Venn diagram Y5J</p>		<p><a href="#">CC.2.4.K.A.4</a></p> <p><a href="#">CC.2.4.K.A.4-2</a></p>	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)
1	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Numerical Sequence	Count to 120, starting at any number less than 120.	CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1</a>	Addend Counting on compose/decompose making ten sum ones tens less than greater than equal to addition subtraction compare place value	OLS Math Course: Unit 1 Numbers and Counting- Lessons 2-6 Unit 15 Resources - Lesson 1	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window, Highlight to Define Words Highlight to Translate Words Text Transcript
1	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Read and write numerals up to 120 and represent a number of objects with a written numeral.						
1	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?								
1		What does it mean to estimate or analyze numerical quantities?								
1		What makes a tool and/or strategy appropriate for a given task?								
1	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Place Value	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Addend Counting on compose/decompose making ten sum ones tens less than greater than equal to addition subtraction compare place value data	OLS Math Course: Unit 12 Place Value- Lessons 1-4, 6-10, 17 Unit 15 Resources - Lesson 12	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 using concrete models or drawings. Relate the strategy to a written method and explain the reasoning used.						
1	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Subtract multiples of 10 in the range 10-90, using concrete models or drawings. Relate the strategy to a written method and explain the reasoning used.						
1	Patterns exhibit relationships that can be extended, described, and generalized.	What does it mean to estimate or analyze numerical quantities?								
1		What makes a tool and/or strategy appropriate for a given task?								
1		How can recognizing repetition or regularity assist in solving problems more efficiently?								

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)
1	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Addition and Subtraction	Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.1 Proficiency Level 1: Entering: 16.3.1.1S Name the operation used to solve a simple math problem using manipulatives with teacher modeling. Proficiency Level 1: Emerging: 16.3.1.1W Label single-word mathematical terms used in addition (e.g. plus, sum) using an illustrated word bank. Proficiency Level 2: Emerging: 16.3.1.2S Restate the steps of an operation to solve a math problem using manipulatives in a small group. Proficiency Level 2: Emerging: 16.3.1.2W Compose phrases about a visually-supported addition problem using a word bank. Proficiency Level 3: Developing: 16.3.1.3S Describe the steps used in an operation to solve a math problem using manipulatives in a small group. Proficiency Level 3: Developing: 16.3.1.3W List the steps to solve an addition problem using sentence frames (e.g. "Start with the first number..."). Proficiency Level 4: Expanding: 16.3.1.4S Compare possible operations to solve a math problem using manipulatives in a small group. Proficiency Level 4: Expanding: 16.3.1.4W Construct and solve an addition math story problem using a guided model. Proficiency Level 5: Bridging: 16.3.1.5S Justify the operation used to solve a math problem using manipulatives with a partner. Proficiency Level 5: Bridging: 16.3.1.5W Write multiple addition math story problems to be shared with classmates.	Addend Counting on compose/decompose making ten sum ones tens less than greater than equal to addition subtraction compare place value data	OLS Math Course: Unit 3 Add and Subtract within 10 - Lessons 1-5, 7-11, 13-16, 18 Unit 5 Add and Subtract within 20 - Lessons 1-6, 8-12, 14-17, 19 Unit 15 Resources - Lesson 5 Unit 6 Equations - Lessons 1-3, 5-9, 11 Unit 15 Resources - Lesson 6	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud, Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Add and subtract within 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.						
1	Patterns exhibit relationships that can be extended, described, and generalized.	How are relationships represented mathematically?		Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.						
1		How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?								
1		How can recognizing repetition or regularity assist in solving problems more efficiently?								
1	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Properties of Operations	Apply properties of operations as strategies to add and subtract (commutative property of addition; associative property of addition).	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Addend Counting on compose/decompose making ten sum, ones tens less than greater than equal to addition subtraction compare place value	OLS Math Course: Unit 3 Add and Subtract within 10 - Lessons 1, 7, 13-16, 18 Unit 5 Add and Subtract within 20 - Lessons 1, 3-6, 8, 10-12, 14-17, 19 Unit 15 Resources - Lesson 5 Unit 6 Equations - Lessons 1-3, 5-9, 11 Unit 15 Resources - Lesson 6	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.						
1	Patterns exhibit relationships that can be extended, described, and generalized.	How are relationships represented mathematically?								
1		How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?								

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)
1		How can patterns be used to describe relationships in mathematical situations?								
1	Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repetition or regularity assist in solving problems more efficiently?	Two – and Three – Dimensional	Compose two and three-dimensional shapes and distinguish between attributes.	CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	compose/decompose trapezoids half circle quarter circles rectangle square circle triangle cube rectangular prism cone cylinder halves fourths quarters	OLS Math Course: Unit 11 Shapes - Lessons 1-4, 6-10, 12-15 Unit 15 Resources - Lessons 11, 14	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?		Build and draw shapes to possess attributes.						
1		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?								
1		How can geometric properties and theorems be used to describe, model, and analyze situations?								
1	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Fractions	Partition circles and rectangles into two and four equal shares. Understand that decomposing into more equal shares creates smaller shares.	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	compose/decompose trapezoids half circle quarter circles rectangle square circle triangle cube rectangular prism cone cylinder halves fourths quarters	OLS Math Course: Unit 11 Shapes - Lessons 2, 13-15 Unit 15 Resources - Lessons 11 14	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?								
1		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?								
1		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?								
1	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Measurement	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.1 Proficiency Level 1: Entering: 16.3.1.1L Point to object based on oral descriptions of length (e.g. Which pencil is short?) using realia. Proficiency Level 1: Entering: 16.3.1.1R Match indirect measurement words (e.g smaller, longest) with illustrations and teacher modeling. Proficiency Level 2: Emerging: 16.3.1.2.L Sort objects according to their length in	Less than greater than length hour half hour compare analog compose/decompose making ten	OLS Math Course: Unit 4 Length and Time - Lessons 1-5	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words
1	Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.	When is it appropriate to estimate versus calculate?		Use standard and non-standard units of measure to express the length of an objects a whole number of length units.						

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)
1		What makes a tool and/or strategy appropriate for a given task?		Understand that the length measurement of an object is the number of same-size length units.			<p>response to oral instructions with a partner (e.g. Put the long ____ (pencils, crayons) on XX's desk. Put the short ones on YY's desk. Proficiency Level 2: Emerging: 16.3.1.2R Order labeled pictures of objects by length with a partner.</p> <p>Proficiency Level 3: Developing: 16.3.1.3L Order objects according to their lengths (e.g. short, shorter, shortest; longer than) in response to oral directions with a partner. Proficiency Level 3: Developing: 16.3.1.3R Identify indirect measurement words embedded in a simple word problem with a partner.</p> <p>Proficiency Level 4: Expanding: 16.3.1.4L Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group. Proficiency Level 4: Expanding: 16.3.1.4R Select and use objects as described by length in a visually supported grade-level word problem.</p> <p>Proficiency Level 5: Bridging: 16.3.1.5L Follow multi-step oral descriptions to compare the length of objects (e.g. The ruler is longer than the pencil; ...as long as) in a small group. Proficiency Level 5: Bridging: 16.3.1.5R</p>			Text Transcript
1		Why does "what" we measure influence "how" we measure?		Understand that the length measurement of an object is the number of same-size length units.						
1		In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?								
1		How precise do measurements and calculations need to be?								
1	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Time	Tell and write time in hours and half hours using analog and digital clocks.	CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Less than greater than length hour half hour compare analog compose/decompose making ten	OLS Math Course: Unit 4 Length and Time - Lessons 7-10, 12 Unit 15 Resources - Lesson 4	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1		When is it appropriate to estimate versus calculate?								
1		What makes a tool and/or strategy appropriate for a given task?								
1		How precise do measurements and calculations need to be?								
1	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Represent and Interpret Data	Organize, represent, and interpret data with up to three categories. Ask and answer questions about the data.	CC.2.4.1.A.4 Represent and interpret data using tables/charts	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Addend Counting on compose/decompose making ten sum, ones tens less than greater than equal to addition subtraction compare place value data	OLS Math Course: Unit 2 Data - Lessons 5-6, 8-12, 14 Unit 15 Resources - Lesson 2	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript
1	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	What makes a tool and/or strategy appropriate for a given task?								
1	Data can be modeled and used to make inferences.	Why does "what" we measure influence "how" we measure?								
1		How can data be organized and represented to provide insight into the relationship between quantities?								
1		How does the type of data influence the choice of display?								

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)
1		How can probability and data analysis be used to make predictions?								

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Count within 1000; skip-count by 5s, 10s, and 100s.	CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Number lines up to 1,000 Count forward		Unit 1 - Lesson 1 Unit 1 - Lesson 2 Unit 1 - Lesson 3 Unit 9 - Lesson 1 Unit 9 - Lesson 2 Unit 9 - Lesson 3 Unit 12 - Lesson 1 Unit 12 - Lesson 2 Unit 12 - Lesson 3		<a href="#">Math U1 L1.pdf</a>
2	Patterns exhibit relationships that can be extended, described, and generalized.	What does it mean to estimate or analyze numerical quantities?		Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Spell word names for numbers up to		Unit 9 - Lesson 1 Unit 9 - Lesson 2 Unit 9 - Lesson 3 Unit 9 - Lesson 6 Unit 9 - Lesson 7 Unit 9 - Lesson 8		<a href="#">3.6.23 2nd Gr. Math Jones.pdf</a>
2		What makes a tool and/or strategy appropriate for a given task?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How can recognizing repetition or regularity assist in solving problems more efficiently?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Addition and Subtraction	Add up to four two-digit numbers using strategies based on place value and properties of operations.	CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide). Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group)with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart. Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner. Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a word problem using a combination	Add four numbers up to two digits e		Unit 1 - Lesson 3 Unit 4 - Lesson 1 Unit 4 - Lesson 2 Unit 4 - Lesson 5 Unit 4 - Lesson 6		<a href="#">Math U1 L3.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Add and subtract within 1000.	CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide). Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group)with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart. Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner. Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, <, > and =) and numbers.	Add and subtract numbers up to 1,0		Unit 3 - Lesson 1 Unit 3 - Lesson 2 Unit 3 - Lesson 3 Unit 3 - Lesson 6 Unit 3 - Lesson 7 Unit 3 - Lesson 8 Unit 11 - Lesson 1 Unit 11 - Lesson 2 Unit 11 - Lesson 3 Unit 11 - Lesson 6 Unit 11 - Lesson 7 Unit 11 - Lesson 8		<a href="#">3.8.23 2nd Gr. Math Jones.pdf</a>
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide). Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group)with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart. Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner. Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, <, > and =) and numbers.	Use models to add three-digit num				
2		What does it mean to estimate or analyze numerical quantities?		Explain why addition and subtraction strategies work, using place value and the properties of operations.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide). Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group)with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart. Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner. Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, <, > and =) and numbers.					

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2		What makes a tool and/or strategy appropriate for a given task?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide). Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group)with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart. Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner. Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, <, > and =) and numbers.					
2	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Addition and Subtraction	Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.	CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals. Proficiency Level 2: Emerging: 16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3S Describe the steps used in a operation to solve a math problem to a partner using visuals or manipulatives. Proficiency Level 4: Expanding: 16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives. Proficiency Level 5: Bridging: 16.3.2-3.5S Justify the operation used to solve a math story problem.	Addition word problems - four or m		Unit 5 - Lesson 11 Unit 5 - Lesson 12 Unit 5 - Lesson 13 Unit 5 - Lesson 14 Unit 6 - Lesson 1 Unit 6 - Lesson 2 Unit 6 - Lesson 3 Unit 6 - Lesson 6 Unit 6 - Lesson 7 Unit 6 - Lesson 8 Unit 6 - Lesson 11 Unit 6 - Lesson 12 Unit 6 - Lesson 13		<a href="#">Math U6 L12.pdf</a>
2	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication? How are relationships represented mathematically?		Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.			PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals. Proficiency Level 2: Emerging: 16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3S Describe the steps used in a operation to solve a math problem to a partner using visuals or manipulatives. Proficiency Level 4: Expanding: 16.3.2-3.4S Discuss the operation necessary to solve a problem within a small	Addition word problems - four or m			
2	Patterns exhibit relationships that can be extended, described, and generalized.	How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?		Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals. Proficiency Level 2: Emerging: 16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3S Describe the steps used in a operation to solve a math problem to a partner using visuals or manipulatives. Proficiency Level 4: Expanding: 16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives. Proficiency Level 5: Bridging: 16.3.2-3.5S Justify the operation used to solve a math story problem.	Fact FamiliesRelated Subtraction Fac		Unit 3 - Lesson 17 Unit 3 - Lesson 18 Unit 3 - Lesson 19		<a href="#">10.5.22 2nd Gr. Math Smith.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
2		How can recognizing repetition or regularity assist in solving problems more efficiently?		Add and subtract within 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals. Proficiency Level 2: Emerging: 16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.3S Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives. Proficiency Level 4: Expanding: 16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives. Proficiency Level 5: Bridging: 16.3.2-3.5S Justify the operation used to solve a math story problem.	Addition with pictures - sums up to					
2	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Properties of Operations	Fluently add and subtract within 20 using mental strategies.	CC 2.2.2.A.2 Use mental strategies to add and subtract within 20.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>			Unit 3 - Lesson 11 Unit 3 - Lesson 12 Unit 3 - Lesson 13 Unit 3 - Lesson 14			
2	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Apply properties of operations as strategies to add and subtract (commutative property of addition; associative property of addition).	CC 2.2.2.A.2 Use mental strategies to add and subtract within 20.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Related addition facts Related subtraction		Unit 3 - Lesson 11 Unit 3 - Lesson 12 Unit 3 - Lesson 13 Unit 4 - Lesson 2 Unit 3 - Lesson 14 Unit 11 - Lesson 11 Unit 11 - Lesson 12 Unit 11 - Lesson 13	<a href="#">10.13.22 2nd Gr. Math Tomanio.pdf</a>		
2	Patterns exhibit relationships that can be extended, described, and generalized.	How are relationships represented mathematically?					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How can patterns be used to describe relationships in mathematical situations?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>						

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2	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Equal Groups of Objects	Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as a sum of two equal addends.	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Even or odd Even or odd numbers or		Unit 12 - Lesson 9 Unit 12 - Lesson 10 Unit 12 - Lesson 11 Unit 12 - Lesson 12		<a href="#">4.24.23 2nd Gr. Math Smith.pdf</a>	
2	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How are relationships represented mathematically?		Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Count equal groups Identify multipli		Unit 12 - Lesson 5 Unit 12 - Lesson 6		<a href="#">4.17.23 2nd Gr. Math Smith.pdf</a>	
2	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How can patterns be used to describe relationships in mathematical situations?					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Shape Attributes	Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area: ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1L Identify geometric figures with teacher prompts (e.g. Which is a square?) Proficiency Level: Emerging:16.3.2-3.2L Sort and classify figures (e.g. circles, triangles, quadrilaterals) based on a teacher's oral description of measureable attributes using manipulatives. Proficiency Level: Developing: 16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes. Proficiency Level: Expanding: 16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner. Proficiency Level: Bridging: 16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	Name the two -dimensional shapeS		Unit 10 - lesson 1 Unit 10 - lesson 2 Unit 10 - Lesson 3		<a href="#">2.13.23 2nd Gr. Math Smith.pdf</a>	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area: ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1L Identify geometric figures with teacher prompts (e.g. Which is a square?) Proficiency Level: Emerging:16.3.2-3.2L Sort and classify figures (e.g. circles, triangles, quadrilaterals) based on a teacher's oral description of measureable attributes using manipulatives. Proficiency Level: Developing: 16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes. Proficiency Level: Expanding: 16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner. Proficiency Level: Bridging: 16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	Name the two -dimensional shapes				
2		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area: ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1L Identify geometric figures with teacher prompts (e.g. Which is a square?) Proficiency Level: Emerging:16.3.2-3.2L Sort and classify figures (e.g. circles, triangles, quadrilaterals) based on a teacher's oral description of measureable attributes using manipulatives. Proficiency Level: Developing: 16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes. Proficiency Level: Expanding: 16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner. Proficiency Level: Bridging: 16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	Name the two -dimensional shapes				
2	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Fractions	Partition circles and rectangles into two, three, or four equal shares, recognize that equal shares of identical wholes need not have the same shape.	CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Equal partsIdentify halvesIdentify th		Unit 10 - Lesson 6 Unit 10 - Lesson 7 Unit 10 - Lesson 8		<a href="#">2.21.23 2nd Gr. Math Smith.pdf</a>
2	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					

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2		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How can geometric properties and theorems be used to describe, model, and analyze situations?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="https://drive.google.com/file/d/1RelZLpR1FognLZwZm5shhKqkizm3G1c/view?usp=sharing">https://drive.google.com/file/d/1RelZLpR1FognLZwZm5shhKqkizm3G1c/view?usp=sharing</a>					
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Measurement	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Measure Length with Inch CubesMe		Unit 5 - Lesson 1 Unit 5 - Lesson 2 Unit 5 - Lesson 4 Unit 5 - Lesson 5 Unit 5 - Lesson 8 Unit 5 - Lesson 9		<a href="#">Math U5 L1.pdf</a>
2	Measurement attributes can be quantified, and estimated using customary and noncustomary units of measure.	When is it appropriate to estimate versus calculate?		Measure the same length with different-sized units then discuss the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>			Unit 5 - Lesson 1 Unit 5 - Lesson 2 Unit 5 - Lesson 4 Unit 5 - Lesson 5 Unit 5 - Lesson 8 Unit 5 - Lesson 9 Unit 5 - Lesson 17 Unit 5 - Lesson 18		<a href="#">Math U5 L2.pdf</a>
2		What makes a tool and/or strategy appropriate for a given task?		Estimate lengths using units of inches, feet, centimeters, and meters.		PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Which metric unit of length is appro		Unit 5 - Lesson 1 Unit 5 - Lesson 2 Unit 5 - Lesson 4 Unit 5 - Lesson 5 Unit 5 - Lesson 8 Unit 5 - Lesson 9		<a href="#">12.7.22 2nd Gr. Math Kowitz.pdf</a>
2		Why does “what” we measure influence “how” we measure?		Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Customary units of length: word pro		Unit 5 - Lesson 11 Unit 5 - Lesson 12 Unit 5 - Lesson 13 Unit 5 - Lesson 14 Unit 5 - Lesson 17 Unit 5 - Lesson 18		<a href="#">12.8.22 2nd Gr. Math Kowitz.pdf</a>

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2		In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2		How precise do measurements and calculations need to be?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Time and Money	Tell and write time from analog and digital clocks to the nearest five minutes.	CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Match digital clocks and timesMatch		Unit 2 - Lesson 1 Unit 2 - Lesson 2 Unit 2 - Lesson 3		<a href="#">10.24.22 2nd Gr. Math Kowitz.pdf</a>
2		When is it appropriate to estimate versus calculate?		Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="https://drive.google.com/file/d/1RelZLpR1FoqnlZwZm5shhKqkizm3G11e/view?usp=sharing">https://drive.google.com/file/d/1RelZLpR1FoqnlZwZm5shhKqkizm3G11e/view?usp=sharing</a>	Names and values of common coins		Unit 2 - Lesson 6 Unit 2 - Lesson 7 Unit 2 - Lesson 8 Unit 2 - Lesson 9 Unit 2 - Lesson 10 Unit 6 - Lesson 8 Unit 6 - Lesson 9 Unit 6 - Lesson 15		<a href="#">1.24.23 2nd Gr. Math Kowitz.pdf</a>
2		What makes a tool and/or strategy appropriate for a given task?					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>				
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Represent and Interpret Data	Make a line plot to show measurement data of the lengths of several objects to the nearest whole-number unit.	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels). Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up). Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames. Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	Represent and Interpret DataInterp		Unit 13 - Lesson 2		<a href="#">5.17.23 2nd Gr. Math Dorneman.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions	What makes a tool and/or strategy appropriate for a given task?		Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in the graph.	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels). Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up). Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames. Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	Interpret bar graphs Interpret bar		Unit 13 - Lesson 4 Unit 13 - Lesson 5 Unit 13 - Lesson 8 Unit 13 - Lesson 9 Unit 13 - Lesson 10		<a href="#">5.18.23 2nd Gr. Math Dorneman.pdf</a>
2	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels). Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up). Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames. Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.					
2		How does the type of data influence the choice of display?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels). Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up). Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames. Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.					

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2		How can probability and data analysis be used to make predictions?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area ELD 16.3.2-3 Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g. vertical and horizontal axis, tally marks, labels). Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up). Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames. Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.					
2	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Addition and Subtraction	Use addition and subtraction within 100 to <b>solve word problems involving lengths that are given in the same units</b> by using drawings and equations with a symbol for the unknown number to represent the problem.	CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Customary units of lengths: word problems		Unit 5 - Lesson 11 Unit 5 - Lesson 12 Unit 5 - Lesson 13 Unit 5 - Lesson 14		<a href="#">12.8.22 2nd Gr. Math Jones.pdf</a>
2	Measurement attributes can be quantified, and estimated using customary and noncustomary units of measure.	What makes a tool and/or strategy appropriate for a given task?		Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.	CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	Add by counting on - sums up to 20		Unit 3 - Lesson 1 Unit 3 - Lesson 6 Unit 5 - Lesson 11 Unit 5 - Lesson 12 Unit 5 - Lesson 13 Unit 5 - Lesson 14		<a href="#">12.12.22 2nd Gr. Math Jones.pdf</a>
2		In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	IXL Skills	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2		How precise do measurements and calculations need to be?				PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>					
								Not matched up to standards:		Unit not matched up to standards: 14- Introduction to Division		
								Rounding 2-Digit Whole Numbers		Questioning Unit 16- Fractions		
								Elapsed Time				
								Perimeter and Area				

3rd Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	Mathematical relationships among numbers can be represented, compared, and communicated.	<p>How is mathematics used to quantify, compare, represent, and model numbers?</p> <p>How can mathematics support effective communication?</p> <p>How are relationships represented mathematically?</p> <p>How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?</p>	Multiplication and Division	<p>Demonstrate an understanding of properties of multiplication.</p> <p>Demonstrate an understanding of the relationship between multiplication and division.</p> <p>Demonstrate fluency.</p>	<p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area - ELD 16.3.2-3</p> <p>Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide).</p> <p>Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.</p> <p>Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner.</p> <p>Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, &lt;, &gt; and =) and numbers.</p>	<p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including <math>10 \times 10</math>). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret <math>48 \div 8</math> as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as <math>48 \div 8</math>.</p> <p>M03.B-O.1.2.1 Use multiplication (up to and including <math>10 \times 10</math>) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including <math>10 \times 10</math>) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern</p> <p>Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>CC.2.2.3.A.1</p> <p>Represent multiplication (9 skills)</p> <p>Relate addition and multiplication (2 skills)</p> <p>Represent division (4 skills)</p> <p>Multiplication and division word problems (4 skills)</p> <p>CC.2.2.3.A.2</p> <p>Find the unknown number (4 skills)</p> <p>Area models and the distributive property (4 skills)</p> <p>Properties of multiplication (4 skills)</p> <p>Relate multiplication and division (3 skills)</p> <p>Variable equations (2 skills)</p> <p>CC.2.2.3.A.3</p> <p>Multiplication skill builders (14 skills)</p> <p>Multiplication facts for 2, 3, 4, 5, and 10 (3 skills)</p> <p>Multiplication facts for 6, 7, 8, and 9 (3 skills)</p> <p>Multiplication facts up to 10 (7</p>	<p>CC.2.2.3.A.1</p> <p>Unit 3 Lessons 5, 6, 8</p> <p>Exploring Multiplication</p> <p>Unit 4 Lessons 8, 10, 16</p> <p>Multiplication Properties and Strategies</p> <p>Unit 5 Lessons 4, 5, 11</p> <p>Exploring Division</p> <p>Unit 6 Lessons 4, 5, 11</p> <p>Division Equations and Strategies</p> <p>CC.2.2.3.A.2</p> <p>Unit 3 Lessons 6, 8</p> <p>Exploring Multiplication</p> <p>Unit 4 Lessons 6, 10</p> <p>Multiplication Properties and Strategies</p> <p>Unit 5 Lessons 4, 5, 11</p> <p>Exploring Division</p> <p>CC.2.2.3.A.3</p>	<p>In OLS:</p> <p>--Option to have text read aloud.</p> <p>--Highlight and define any word button.</p> <p>--Translate option available for 64 different languages.</p> <p>--Setting to alter voice speed.</p> <p>--Highlight tool available in several colors.</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 3.5 Math 3rd Grade Grimes.pdf</a></p>
3	Mathematical relationships among numbers can be represented, compared, and communicated.	<p>How is mathematics used to quantify, compare, represent, and model numbers?</p> <p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How can probability and data analysis be used to make predictions?</p>	Patterns	<p>Represent and solve problems.</p> <p>Identify and explain patterns in arithmetic (including addition and subtraction).</p>	<p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area - ELD 16.3.2-3</p> <p>Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide).</p> <p>Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.</p> <p>Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner.</p> <p>Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, &lt;, &gt; and =) and numbers.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern</p> <p>Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>One-step problems</p> <p>1. Addition, subtraction, multiplication, and division facts</p> <p>2. Complete the addition, subtraction, multiplication, or division sentence</p> <p>3. Add, subtract, multiply, and divide</p> <p>4. Addition, subtraction, multiplication, and division word problems</p> <p>Order of operations</p> <p>5. Perform multiple operations with whole numbers</p> <p>Two-step problems</p> <p>6. Two-step addition and subtraction word problems</p> <p>7. Two-step multiplication and division word problems</p> <p>8. Two-step mixed operation word problems</p> <p>Variable equations</p>	<p>Unit 2 Lessons 11, 12, 16, 17, 22</p> <p>Addition and Subtraction Strategies</p> <p>Unit 3 Lessons 1, 4, 9-11</p> <p>Exploring Multiplication</p> <p>Unit 4 Lessons 1, 5, 7, 14, 15</p> <p>Multiplication Properties and Strategies</p> <p>Unit 6 Lessons 9-11</p> <p>Division Equations and Strategies</p>	<p>In OLS:</p> <p>--Option to have text read aloud.</p> <p>--Highlight and define any word button.</p> <p>--Translate option available for 64 different languages.</p> <p>--Setting to alter voice speed.</p> <p>--Highlight tool available in several colors.</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 2.11 Math 3rd Grade Grimes.pdf</a></p>	
3	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	<p>How is mathematics used to quantify, compare, represent and model numbers?</p> <p>How can mathematics support effective communication?</p> <p>How are relationships represented mathematically?</p> <p>How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?</p>	Multiplication and Division	<p>Demonstrate an understanding of properties of multiplication.</p> <p>Demonstrate an understanding of the relationship between multiplication and division.</p> <p>Demonstrate fluency.</p>	<p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area - ELD 16.3.2-3</p> <p>Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide).</p> <p>Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.</p> <p>Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner.</p> <p>Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, &lt;, &gt; and =) and numbers.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern</p> <p>Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>CC.2.2.3.A.1</p> <p>Represent multiplication (9 skills)</p> <p>Relate addition and multiplication (2 skills)</p> <p>Represent division (4 skills)</p> <p>Multiplication and division word problems (4 skills)</p> <p>CC.2.2.3.A.2</p> <p>Find the unknown number (4 skills)</p> <p>Area models and the distributive property (4 skills)</p> <p>Properties of multiplication (4 skills)</p> <p>Relate multiplication and division (3 skills)</p> <p>Variable equations (2 skills)</p> <p>CC.2.2.3.A.3</p> <p>Multiplication skill builders (14 skills)</p> <p>Multiplication facts for 2, 3, 4, 5, and 10 (3 skills)</p> <p>Multiplication facts for 6, 7, 8, and 9 (3 skills)</p> <p>Multiplication facts up to 10 (7</p>	<p>CC.2.2.3.A.1</p> <p>Unit 3 Lessons 5, 6, 8</p> <p>Exploring Multiplication</p> <p>Unit 4 Lessons 8, 10, 16</p> <p>Multiplication Properties and Strategies</p> <p>Unit 5 Lessons 4, 5, 11</p> <p>Exploring Division</p> <p>Unit 6 Lessons 4, 5, 11</p> <p>Division Equations and Strategies</p> <p>CC.2.2.3.A.2</p> <p>Unit 3 Lessons 6, 8</p> <p>Exploring Multiplication</p> <p>Unit 4 Lessons 6, 10</p> <p>Multiplication Properties and Strategies</p> <p>Unit 5 Lessons 4, 5, 11</p> <p>Exploring Division</p> <p>CC.2.2.3.A.3</p>	<p>In OLS:</p> <p>--Option to have text read aloud.</p> <p>--Highlight and define any word button.</p> <p>--Translate option available for 64 different languages.</p> <p>--Setting to alter voice speed.</p> <p>--Highlight tool available in several colors.</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 5.4 Math 3rd Grade Grimes.pdf</a></p>	

### 3rd Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.</p> <p>Data can be modeled and used to make inferences.</p>	<p>How is mathematics used to quantify, compare, represent and model numbers?</p> <p>How can mathematics support effective communication?</p> <p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How can probability and data analysis be used to make predictions?</p>	Patterns	<p>Represent and solve problems.</p> <p>Identify and explain patterns in arithmetic (including addition and subtraction).</p>	<p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area - ELD 16.3.2-3</p> <p>Proficiency Level 1: Entering: 16.3.2-3.1R Match the operation symbols to single words (e.g. add, subtract, multiply, divide).</p> <p>Proficiency Level 2: Emerging: 16.3.2-3.2R Match operation symbols to phrases (e.g. less than, difference between, more than, equal group) with teacher modeling.</p> <p>Proficiency Level 3: Developing: 16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.</p> <p>Proficiency Level 4: Expanding: 16.3.2-3.4R Match a word problem to a math sentence with a partner.</p> <p>Proficiency Level 5: Bridging: 16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, x, /, &lt;, &gt; and =) and numbers.</p>	<p>M03.B-O.3.1.1 Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.</p> <p>M03.B-O.3.1.2 Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.</p> <p>M03.B-O.3.1.3 Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.</p> <p>M03.B-O.3.1.4 Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).</p> <p>M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.</p> <p>M03.B-O.3.1.6 Create or match a story to a given combination of symbols (+, -, x, /, &lt;, &gt;, and =) and numbers.</p> <p>M03.B-O.3.1.7 Identify the missing symbol (+, -, x, /, &lt;, &gt;, and =) that makes a number sentence true.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions Estimate</p> <p>Fraction Linear</p> <p>Liquid Volume</p> <p>Mass Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>One-step problems</p> <p>1. Addition, subtraction, multiplication, and division facts</p> <p>2. Complete the addition, subtraction, multiplication, or division sentence</p> <p>3. Add, subtract, multiply, and divide</p> <p>4. Addition, subtraction, multiplication, and division word problems</p> <p>Order of operations</p> <p>5. Perform multiple operations with whole numbers</p> <p>Two-step problems</p> <p>6. Two-step addition and subtraction word problems</p> <p>7. Two-step multiplication and division word problems</p> <p>8. Two-step mixed operation word problems</p> <p>Variable equations</p>	<p>Unit 2 Lessons 11, 12, 16, 17, 22 Addition and Subtraction Strategies</p> <p>Unit 3 Lessons 1-4, 9-11 Exploring Multiplication</p> <p>Unit 4 Lessons 1-5, 7, 14, 15 Multiplication Properties and Strategies</p> <p>Unit 6 Lessons 9-11 Division Equations and Strategies</p>	<p>In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Setting to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 5.4 Math 3rd Grade_Grimes.pdf</a></p>
3	<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model and analyze situations?</p>	Two- and Three-Dimensional Figures	<p>Identify and classify shapes and their attributes.</p> <p>Compare shapes.</p>	<p>CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area: ELD 16.3.2-3</p> <p>Proficiency Level: Entering: 16.3.2-3.1L Identify geometric figures with teacher prompts (e.g. Which is a square?)</p> <p>Proficiency Level: Emerging: 16.3.2-3.2L Sort and classify figures (e.g. circles, triangles, quadrilaterals) based on a teacher's oral description of measurable attributes using manipulatives.</p> <p>Proficiency Level: Developing: 16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.</p> <p>Proficiency Level: Expanding: 16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.</p> <p>Proficiency Level: Bridging: 16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.</p>	<p>M03.C-G.1.1.1 Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.</p> <p>M03.C-G.1.1.2 Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>Two-dimensional shapes</p> <p>1. Identify two-dimensional shapes</p> <p>2. Count and compare sides and vertices</p> <p>3. Is it a polygon?</p> <p>4. Identify congruent shapes</p> <p>Triangles</p> <p>5. Acute, obtuse, and right triangles</p> <p>6. Scalene, isosceles, and equilateral triangles</p> <p>Quadrilaterals</p> <p>7. Parallel sides in quadrilaterals</p> <p>8. Identify parallelograms</p> <p>9. Identify trapezoids</p> <p>10. Identify rectangles</p> <p>11. Identify rhombuses</p> <p>12. Classify quadrilaterals</p> <p>13. Draw quadrilaterals</p>	<p>Unit 8 Lessons 1-5, 7-13 Shapes</p> <p>Unit 9 Lesson 14 Geometric Measurement: Area</p>	<p>In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Setting to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 8.1 Math 3rd Grade_Grimes.pdf</a></p>
3	<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model and analyze situations?</p> <p>How are spatial relationships, including shape and dimension, used to draw, construct, model and represent real situations or solve problems?</p>	Fractions and Area	<p>Partition two-dimensional shapes into equal parts.</p> <p>Express the area of a partition as a unit fraction of the whole.</p>	<p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area: ELD 16.3.2-3</p> <p>Proficiency Level: Entering: 16.3.2-3.1L Identify geometric figures with teacher prompts (e.g. Which is a square?)</p> <p>Proficiency Level: Emerging: 16.3.2-3.2L Sort and classify figures (e.g. circles, triangles, quadrilaterals) based on a teacher's oral description of measurable attributes using manipulatives.</p> <p>Proficiency Level: Developing: 16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.</p> <p>Proficiency Level: Expanding: 16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.</p> <p>Proficiency Level: Bridging: 16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.</p>	<p>M03.C-G.1.1.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent</p> <p>Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>Understand fractions</p> <p>1. Identify equal parts</p> <p>2. Understand fractions: fraction bars</p> <p>3. Understand fractions: area models</p> <p>4. Match fractions to models: halves, thirds, and fourths</p> <p>5. Match unit fractions to models</p> <p>Partition shapes</p> <p>6. Make halves, thirds, and fourths</p> <p>7. Make sixths and eighths</p> <p>8. Make halves, thirds, fourths, sixths, and eighths</p>	<p>Unit 10 Lesson 1, 4 Fractions</p> <p>Unit 11 Lesson 13 Equivalent Fractions and Comparisons</p> <p>Unit 12 Lesson 10 Measurement: Time and Length</p>	<p>In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Setting to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 10.1 Math 3rd Grade_Grimes.pdf</a></p>

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3	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?</p> <p>How precise do measurements and calculations need to be?</p>	Measurement	<p>Solve problems.</p> <p>Make estimations.</p> <p>Determine the area of a rectangle as it relates to multiplication and addition.</p> <p>Determine perimeter or side lengths of various polygons.</p> <p>Distinguish between linear and area measurements.</p>	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<p>M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p> <p>M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve onestep word problems involving masses or liquid volumes that are given in the same units.</p> <p>M03.D-M.1.2.3 Use a ruler to measure lengths to the nearest quarter inch or centimeter.</p> <p>M03.D-M.3.1.1 Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).</p> <p>M03.D-M.3.1.2 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>CC.2.4.3.A.1</p> <p>Temperature (2 skills)</p> <p>Customary units (7 skills)</p> <p>Metric units (5 skills)</p> <p>Word problems (1 skill)</p> <p>CC.2.4.3.A.5</p> <p>Count unit squares (4 skills)</p> <p>Area of rectangles and squares (4 skills)</p> <p>Complex figures (2 skills)</p> <p>CC.2.4.3.A.6</p> <p>Find perimeter (3)</p> <p>Find an unknown side (1 skill)</p> <p>Real-world problems (1 skill)</p> <p>Relationship between area and perimeter (2 skills)</p>	<p>CC.2.4.3.A.1</p> <p>Unit 8 Lesson 14</p> <p>Shapes</p> <p>Unit 12 Lessons 6, 9</p> <p>Measurement: Time and Length</p> <p>Unit 13 Lessons 1-8</p> <p>Measurement: Liquid Volume and Mass</p> <p>Unit 14 Lesson 10</p> <p>Data Displays</p> <p>Unit 15 Lessons 1-3</p> <p>End of Year Project</p> <p>CC.2.4.3.A.5</p> <p>Unit 9 Lessons 2-3, 5-7, 12, 14</p> <p>Geometric Measurement: Area</p> <p>CC.2.4.3.A.6</p> <p>Unit 2 Lessons 18-22</p> <p>Addition and Subtraction Strategies</p> <p>Unit 3 Lesson 12</p> <p>Exploring Multiplication</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<a href="#">Lesson 12.6 Math 3rd Grade_Grimes.pdf</a>
3	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>How precise do measurements and calculations need to be?</p>	Time	<p>Solve problems.</p> <p>Make estimations.</p> <p>Tell and write time to nearest minute.</p> <p>Calculate time intervals.</p>	<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<p>M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.</p> <p>M03.D-M.1.1.2 Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>Tell and write time</p> <p>1. Match clocks and times</p> <p>2. Match analog and digital clocks</p> <p>3. Read clocks and write times</p> <p>4. A.M. or P.M.</p> <p>5. Write times</p> <p>Time intervals</p> <p>6. Elapsed time: find the end time</p> <p>7. Find the elapsed time</p> <p>8. Elapsed time word problems: find the elapsed time</p>	<p>Unit 12 Lesson 2, 5</p> <p>Measurement: Time and Length</p> <p>Unit 14 Lesson 10</p> <p>Data Displays</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<a href="#">Lesson 12.5 Math 3rd Grade_Grimes.pdf</a>
3	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>How precise do measurements and calculations need to be?</p>	Money (Coins and Bills)	<p>Solve problems.</p> <p>Make estimations.</p> <p>Make change using combination of coins and bills.</p>	<p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<p>M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.</p> <p>M03.D-M.1.3.2 Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).</p> <p>M03.D-M.1.3.3 Round amounts of money to the nearest dollar.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally</p> <p>Chart</p> <p>Temperature</p>	<p>Count money</p> <p>1. Count coins and bills - up to \$5 bill</p> <p>2. Purchases - do you have enough money - up to \$10</p> <p>Compare and order money</p> <p>3. Which picture shows more?</p> <p>4. Inequalities with money</p> <p>5. Put money amounts in order</p> <p>Make change</p> <p>6. Correct amount of change</p> <p>7. Making change</p> <p>Add and subtract money</p> <p>8. Add and subtract money amounts</p> <p>9. Add money amounts - word problems</p> <p>10. Price lists</p>	<p>OLS Curriculum does not cover CC.4.3.A.3. IXL offers 10 skill plans to cover these concepts.</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<a href="#">Plan a Holiday Dinner Math 3rd Grade_Sauro.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How does the type of data influence the choice of display?</p> <p>How can probability and data analysis be used to make predictions?</p>	Data Displays	<p>Solve problems.</p> <p>Make estimations.</p> <p>Represent and interpret data using various displays.</p>	<p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area ELD 16.3.2-3</p> <p>Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g. vertical and horizontal axis, tally marks, labels).</p> <p>Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).</p> <p>Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.</p> <p>Proficiency Level: Expanding: 16.3.2-3.4W Describe multiple independent sentences with a guided model.</p> <p>Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.</p>	<p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more are in category A than in category B?"</p> <p>M03.D-M.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p> <p>M03.D-M.2.1.4 Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>Tally charts</p> <p>1. Interpret tally charts</p> <p>Tables</p> <p>2. Read a table</p> <p>Bar graphs</p> <p>3. Interpret bar graphs</p> <p>4. Use bar graphs to solve problems</p> <p>5. Create bar graphs</p> <p>Line plots</p> <p>6. Interpret line plots</p> <p>7. Create line plots</p> <p>8. Create line plots with fractions</p> <p>Pictographs</p> <p>9. Interpret pictographs</p> <p>10. Create pictographs</p>	<p>Unit 8 Lesson 14 Shapes</p> <p>Unit 10 Lesson 15 Fractions</p> <p>Unit 12 Lessons 6, 9 Measurement: Time and Length</p> <p>Unit 14 Lessons 1-10 Data Displays</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 14.7 Math 3rd Grade_Sauro.pdf</a></p>
3	Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?</p> <p>How precise do measurements and calculations need to be?</p>	Measurement	<p>Solve problems.</p> <p>Make estimations.</p> <p>Determine the area of a rectangle as it relates to multiplication and addition.</p> <p>Determine perimeter or side lengths of various polygons.</p> <p>Distinguish between linear and area measurements.</p>	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>CanDo-KeyUses-Gr-2-3.pdf</p>	<p>M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p> <p>M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve onestep word problems involving masses or liquid volumes that are given in the same units.</p> <p>M03.D-M.1.2.3 Use a ruler to measure lengths to the nearest quarter inch or centimeter.</p> <p>M03.D-M.3.1.1 Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).</p> <p>M03.D-M.3.1.2 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>CC.2.4.3.A.1 Temperature (2 skills)</p> <p>Customary units (7 skills)</p> <p>Metric units (5 skills)</p> <p>Word problems (1 skill)</p> <p>CC.2.4.3.A.5 Count unit squares (4 skills)</p> <p>Area of rectangles and squares (4 skills)</p> <p>Complex figures (2 skills)</p> <p>CC.2.4.3.A.6 Find perimeter (3)</p> <p>Find an unknown side (1 skill)</p> <p>Real-world problems (1 skill)</p> <p>Relationship between area and perimeter (2 skills)</p>	<p>CC.2.4.3.A.1 Unit 8 Lesson 14 Shapes</p> <p>Unit 12 Lessons 6, 9 Measurement: Time and Length</p> <p>Unit 13 Lessons 1-8 Measurement: Liquid Volume and Mass</p> <p>Unit 14 Lesson 10 Data Displays</p> <p>Unit 15 Lessons 1-3 End of Year Project</p> <p>CC.2.4.3.A.5 Unit 9 Lessons 2-3, 5-7, 12, 14 Geometric Measurement: Area</p> <p>CC.2.4.3.A.6 Unit 2 Lessons 18-22 Addition and Subtraction Strategies</p> <p>Unit 3 Lesson 12 Exploring Multiplication</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 12.9 Math 3rd Grade_Grimes.pdf</a></p>
3	Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>How precise do measurements and calculations need to be?</p>	Time	<p>Solve problems.</p> <p>Make estimations.</p> <p>Tell and write time to nearest minute.</p> <p>Calculate time intervals.</p>	<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>CanDo-KeyUses-Gr-2-3.pdf</p>	<p>M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.</p> <p>M03.D-M.1.1.2 Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>Tell and write time</p> <p>1. Match clocks and times</p> <p>2. Match analog and digital clocks</p> <p>3. Read clocks and write times</p> <p>4. A.M. or P.M.</p> <p>5. Write times</p> <p>Time intervals</p> <p>6. Elapsed time: find the end time</p> <p>7. Find the elapsed time</p> <p>8. Elapsed time word problems: find the elapsed time</p>	<p>Unit 12 Lesson 2, 5 Measurement: Time and Length</p> <p>Unit 14 Lesson 10 Data Displays</p>	<p>In OLS:</p> <p>--Option to have text read aloud,</p> <p>--Highlight and define any word button,</p> <p>--Translate option available for 64 different languages,</p> <p>--Setting to alter voice speed,</p> <p>--Highlight tool available in several colors,</p> <p>--Focus option to shade page except for a narrow strip.</p>	<p><a href="#">Lesson 12.7 Math 3rd Grade_Grimes.pdf</a></p>

### 3rd Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>How precise do measurements and calculations need to be?</p>	Money (Coins and Bills)	<p>Solve problems.</p> <p>Make estimations.</p> <p>Make change using combination of coins and bills.</p>	CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p><a href="#">CanDo-KeyUses-Gr-2-3.pdf</a></p>	<p>M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.</p> <p>M03.D-M.1.3.2 Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).</p> <p>M03.D-M.1.3.3 Round amounts of money to the nearest dollar.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>Count money</p> <ol style="list-style-type: none"> <li>Count coins and bills - up to \$5 bill</li> <li>Purchases - do you have enough money - up to \$10</li> <li>Compare and order money</li> <li>Inequalities with money</li> <li>Put money amounts in order</li> </ol> <p>Make change</p> <ol style="list-style-type: none"> <li>Correct amount of change</li> <li>Making change</li> <li>Add and subtract money amounts</li> <li>Add and subtract money amounts</li> <li>Add money amounts - word problems</li> <li>Price lists</li> </ol>	<p>OLS Curriculum does not cover CC.4.3.A.3. IXL offers 10 skill plans to cover these concepts.</p>	<p>In OLS:</p> <ul style="list-style-type: none"> <li>Option to have text read aloud,</li> <li>Highlight and define any word button,</li> <li>Translate option available for 64 different languages,</li> <li>Setting to alter voice speed,</li> <li>Highlight tool available in several colors,</li> <li>Focus option to shade page except for a narrow strip.</li> </ul>	<p><a href="#">Money Math 3rd Grade_Sauro.pdf</a></p>
3	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How does the type of data influence the choice of display?</p> <p>How can probability and data analysis be used to make predictions?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p>	Data Displays	<p>Solve problems.</p> <p>Make estimations.</p> <p>Represent and interpret data using various displays.</p>	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area ELD 16.3.2-3</p> <p>Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels).</p> <p>Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).</p> <p>Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.</p> <p>Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.</p> <p>Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.</p>	<p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more are in category A than in category B?"</p> <p>M03.D-M.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p> <p>M03.D-M.2.1.4 Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>Tally charts</p> <ol style="list-style-type: none"> <li>Interpret tally charts</li> <li>Read a table</li> <li>Interpret bar graphs</li> <li>Use bar graphs to solve problems</li> <li>Create bar graphs</li> <li>Interpret line plots</li> <li>Create line plots</li> <li>Create line plots with fractions</li> <li>Interpret pictographs</li> <li>Create pictographs</li> </ol>	<p>Unit 8 Lesson 14 Shapes</p> <p>Unit 10 Lesson 15 Fractions</p> <p>Unit 12 Lessons 6, 9 Measurement: Time and Length</p> <p>Unit 14 Lessons 1-10 Data Displays</p>	<p>In OLS:</p> <ul style="list-style-type: none"> <li>Option to have text read aloud,</li> <li>Highlight and define any word button,</li> <li>Translate option available for 64 different languages,</li> <li>Setting to alter voice speed,</li> <li>Highlight tool available in several colors,</li> <li>Focus option to shade page except for a narrow strip.</li> </ul>	<p><a href="#">Lesson 12.9 Math 3rd Grade_Bank.pdf</a></p>
3	Data can be modeled and used to make inferences.	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>How can data be organized and represented to provide insight into the relationship between quantities?</p> <p>How does the type of data influence the choice of display?</p> <p>How can probability and data analysis be used to make predictions?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p>	Data Displays	<p>Solve problems.</p> <p>Make estimations.</p> <p>Represent and interpret data using various displays.</p>	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	<p>Standard Area ELD 16.3.2-3</p> <p>Proficiency Level: Entering: 16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g.vertical and horizontal axis, tally marks, labels).</p> <p>Proficiency Level: Emerging: 16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).</p> <p>Proficiency Level: Developing: 16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.</p> <p>Proficiency Level: Expanding: 16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.</p> <p>Proficiency Level: Bridging: 16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.</p>	<p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more are in category A than in category B?"</p> <p>M03.D-M.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p> <p>M03.D-M.2.1.4 Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.</p>	<p>Area</p> <p>Denominator</p> <p>Division</p> <p>Equivalent Fractions</p> <p>Estimate Fraction</p> <p>Linear Liquid</p> <p>Volume Mass</p> <p>Numerator</p> <p>Pattern Pentagon</p> <p>Perimeter</p> <p>Pictograph</p> <p>Polygon</p> <p>Quadrilateral</p> <p>Rhombus Round</p> <p>Square Unit Tally Chart</p> <p>Temperature</p>	<p>Tally charts</p> <ol style="list-style-type: none"> <li>Interpret tally charts</li> <li>Read a table</li> <li>Interpret bar graphs</li> <li>Use bar graphs to solve problems</li> <li>Create bar graphs</li> <li>Interpret line plots</li> <li>Create line plots</li> <li>Create line plots with fractions</li> <li>Interpret pictographs</li> <li>Create pictographs</li> </ol>	<p>Unit 8 Lesson 14 Shapes</p> <p>Unit 10 Lesson 15 Fractions</p> <p>Unit 12 Lessons 6, 9 Measurement: Time and Length</p> <p>Unit 14 Lessons 1-10 Data Displays</p>	<p>In OLS:</p> <ul style="list-style-type: none"> <li>Option to have text read aloud,</li> <li>Highlight and define any word button,</li> <li>Translate option available for 64 different languages,</li> <li>Setting to alter voice speed,</li> <li>Highlight tool available in several colors,</li> <li>Focus option to shade page except for a narrow strip.</li> </ul>	<p><a href="#">Lesson 14.1 Math 3rd Grade_Grimes.pdf</a></p>

### 3rd Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.  Numerical quantities, calculations and measurements can be estimated or analyzed by using appropriate	How is mathematics used to quantify, compare, represent and model numbers?  How can mathematics support effective communication?  How are relationships represented mathematically?  What does it mean to estimate or analyze numerical quantities?  What makes a tool and/or strategy appropriate for a given task?  When is it appropriate to estimate versus calculate?  How can patterns be used to describe relationships in mathematical situations?	Place Value and Properties of Operations	Perform multi-digit arithmetic.  Demonstrate fluency of addition and subtraction.  Round whole numbers to the nearest ten or hundred.	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.2-3 Proficiency Level 1: Entering: 16.3.2-3.15 Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals. Proficiency Level 2: Emerging: 16.3.2-3.25 Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling. Proficiency Level 3: Developing: 16.3.2-3.35 Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives. Proficiency Level 4: Expanding: 16.3.2-3.45 Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives. Proficiency Level 5: Bridging: 16.3.2-3.55 Justify the operation used to solve a math story problem.	M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively. M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers. M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90). M03.A-T.1.1.4 Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).	Area Denominator Division Equivalent fractions Estimate Fraction Linear Liquid Volume Mass Numerator Pattern Pentagon Perimeter Pictograph Polygon Quadrilateral Rhombus Round Square Unit Tally Chart Temperature	Round numbers 1. Round to the nearest ten or hundred Addition 2. Add two numbers up to three digits 3. Addition input/output tables: up to three digits 4. Complete the addition sentence: up to three digits 5. Use compensation to add: up to three digits 6. Add three numbers up to three digits each 7. Addition up to three digits: fill in the missing digits Subtraction 8. Subtract numbers up to three digits 9. Subtraction input/output tables: up to three digits 10. Subtract across zeros 11. Complete the subtraction sentence: up to three digits 12. Use compensation to subtract: up to three digits	Unit 1 Lessons 10-15 Patterns and Number Sense  Unit 2 Lessons 1-7, 9-10, 12-15, 17 Addition and Subtraction Strategies  Unit 4 Lessons 9, 10, 16 Multiplication Properties and Strategies  Unit 13 Lesson 9 Measurement: Liquid Volume and Mass	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Setting to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 1.11 Math 3rd Grade Grimes.pdf</a>
3	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.  Numerical quantities, calculations and measurements can be estimated or analyzed by using appropriate	How is mathematics used to quantify, compare, represent and model numbers?  How can mathematics support effective communication?  How are relationships represented mathematically?  What does it mean to estimate or analyze numerical quantities?  What makes a tool and/or strategy appropriate for a given task?	Fractions	Develop an understanding of fractions as numbers.  Represent fractions on a number line.  Represent and generate equivalent fractions.  Compare fractions with the same numerator or same denominator.	CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	M03.A-F.1.1.1 Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). M03.A-F.1.1.2 Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = 2/3 M03.A-F.1.1.4 Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6. M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.	Area Denominator Division Equivalent fractions Estimate Fraction Linear Liquid Volume Mass Numerator Pattern Pentagon Perimeter Pictograph Polygon Quadrilateral Rhombus Round Square Unit Tally Chart Temperature	Understand fractions (4 skills) Show fractions (2 skills) Match fractions and models (3 skills) Fractions on number lines (7 skills) Word problems (5 skills) Mixed numbers (2 skills) Equivalent fractions on number lines (3 skills) Equivalent fraction models (3 skills) Equivalent fractions (4 skills) Whole numbers as fractions (4 skills) Compare fractions (7 skills)	Unit 10 Lessons 1-4, 6, 7, 10-14 Fractions  Unit 11 Lessons 1-5, 7-13 Equivalent Fractions and Comparisons  Unit 12 Lesson 10 Measurement: Time and Length	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Setting to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 11.1 Math 3rd Grade Grimes.pdf</a>

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Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
4 (Algebraic Concepts)	<p>Mathematical relationships among numbers can be represented, compared, and communicated.</p> <p>Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.</p> <p>Patterns exhibit relationships that can be extended, described, and generalized.</p>	<p>How is mathematics used to quantify, compare, represent, and model numbers?</p> <p>How can mathematics support effective communication?</p> <p>How are relationships represented mathematically?</p> <p>How can patterns be used to describe relationships in mathematical situations?</p>	Number Theory	<p>Represent and solve problems verbally as equations.</p> <p>Use factors to represent numbers in various ways.</p> <p>Recognize that a whole number is a multiple of each of its factors.</p>	<p>CC.2.2.4.A.1 Represent and solve problems involving the four operations.</p> <p>CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.</p>	<p>M04.B-O.1.1.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation <math>24 = 3 \times 8</math> or <math>24 = 8 \times 3</math>.</p> <p>M04.B-O.1.1.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Example: Know that <math>3 \times 4</math> can be used to represent that Student A has 4 objects and Student B has 3 times as many objects not just 3 more objects.</p> <p>M04.B-O.1.1.3 Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.</p> <p>M04.B-O.1.1.4 Identify the missing symbol (+, -, ×, ÷, =, &lt;, and &gt;) that makes a number sentence true (single-digit divisor only).</p> <p>M04.B-O.2.1.1 Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given onedigit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.</p>	<p>Acute Angle</p> <p>Angle</p> <p>Decimal</p> <p>Decimal Fraction</p> <p>Equivalence</p> <p>Factor</p> <p>Line</p> <p>Line of symmetry</p> <p>Line Segment</p> <p>Mixed Number</p> <p>Multiple</p> <p>Obtuse Angle</p> <p>Point</p> <p>Ray</p> <p>Right Angle</p> <p>Symmetry</p> <p>Unit Fraction</p> <p>Weight</p>	<p><u>Mixed operations</u></p> <p>-Add and subtract numbers ending in zeroes</p> <p>-Estimate sums, differences, products, and quotients:</p> <p>word problems</p> <p>-Add, subtract, multiply, and divide</p> <p>-Comparison word problems with addition and subtraction</p> <p>-Addition, subtraction, multiplication, and division word problems</p> <p><u>Multiplication</u></p> <p>-Multiplication facts to 10: find the missing factor</p> <p>-Multiplication facts to 12: find the missing factor</p> <p>-Distributive property: find the missing factor</p> <p><u>Factors and multiples</u></p> <p>-Identify factors</p> <p>-Find all the factor pairs of a number</p> <p>-Choose the multiples of a given number up to 10</p> <p><u>Patterns and sequences</u></p>	<p>Unit 1, Lessons 1 - 11</p> <p>Unit 2, Lesson 3</p> <p><b>Unit 3, Lessons 4 - 6</b></p> <p>Unit 6, Lessons 1 - 14</p> <p>Unit 7, Lessons 1 - 11</p> <p>Unit 9, Lessons 1 - 7</p> <p>Unit 10, Lessons 1 - 11</p>	<p>Annotating text: Numbering</p> <p>highlighting</p> <p>underlining</p> <p>Articulating a task/restating</p> <p>Extended time</p> <p>Flipped learning</p>	<p><a href="#">9.28 4th Gr. Math Tufariello.pdf</a></p> <p><a href="#">11.10.22 4th Gr. Math Tufariello.pdf</a></p>
	<p>Mathematical relationships among numbers can be represented, compared, and communicated.</p> <p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.</p> <p>Data can be modeled and used to make inferences.</p>	<p>How is mathematics used to</p>	Patterns	<p>Generate and analyze patterns that follow a single rule.</p>	<p>CC.2.2.4.A.4 Generate and analyze patterns using one rule.</p>	<p>M04.B-O.3.1.1 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Example 1: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms alternate between odd and even numbers. Example 2: Given the rule "increase the number of sides by 1" and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.</p> <p>M04.B-O.3.1.2 Determine the missing elements in a function table (limit to +, -, or × and to whole numbers or money).</p> <p>M04.B-O.3.1.3 Determine the rule for a function given a table (limit to +, -, or × and to whole numbers).</p>		<p>-Use a rule to complete a number pattern</p> <p>-What is true about the given pattern?</p> <p>-What is true about the pattern made by the rule?</p> <p>-Identify mistakes in number patterns</p> <p>-Complete an increasing number pattern</p> <p>-Complete a multiplication number pattern</p> <p>-Number patterns: word problems</p> <p>-Number patterns: mixed review</p> <p>-Extend growing shape patterns</p> <p>-Multiplication input/output tables</p> <p>-Multiplication input/output tables: find the rule</p> <p>-Use a rule to complete an input/output table</p> <p>-Input/output tables with</p>	<p>Unit 1, Lessons 4 - 8</p> <p><b>Unit 3, Lesson 1</b></p>	<p><a href="#">11.1.22 4th Gr. Math Tufariello.pdf</a></p>	
4 (Geometry)	<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p>	Geometric Shapes and Figures	<p>Draw and identify lines and angles.</p> <p>Classify shapes by properties of their lines and angles.</p>	<p>CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.</p> <p>CC.2.3.4.A.2 Classify two-</p>	<p>M04.C-G.1.1.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>M04.C-G.1.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right</p>	<p>Acute Angle</p> <p>Angle</p> <p>Decimal</p> <p>Decimal Fraction</p> <p>Equivalence</p> <p>Factor</p>	<p><u>Lines and angles</u></p> <p>-Points, lines, line segments, rays, and angles</p> <p>-Parallel, perpendicular, and intersecting lines</p> <p>-Identify parallel,</p>	<p><b>Unit 4, Lessons 1 - 8</b></p> <p>Unit 15, Lessons 1 - 4</p> <p>Unit 15, Lessons 5 - 7</p>	<p>Annotating text: Numbering</p> <p>highlighting</p> <p>underlining</p> <p>Articulating a task/restating</p> <p>Extended time</p> <p>Flipped learning</p>	<p><a href="#">12.5.22 4th Gr. Math Tufariello.pdf</a></p>

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Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	<p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve situations or solve?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p>		Recognize symmetric shapes and draw lines of symmetry.	<p>CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.</p> <p>CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.</p>	<p>a specified size; recognize right triangles as a category, and identify right triangles.</p> <p>M04.C-G.1.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).</p>	<p>Protractor</p> <p>Line</p> <p>Line of symmetry</p> <p>Line Segment</p> <p>Mixed Number</p> <p>Multiple</p> <p>Obtuse Angle</p> <p>Point</p> <p>Ray</p> <p>Right Angle</p> <p>Symmetry</p> <p>Unit Fraction</p> <p>Weight</p>	<p>perpendicular, and intersecting lines</p> <p><u>Angle measurement</u></p> <p>-Acute, right, obtuse, and straight angles</p> <p>-Angles as fractions of a circle</p> <p>-Angles of 90, 180, 270, and 360 degrees</p> <p>-Measure angles on a circle</p> <p>-Measure angles with a protractor</p> <p>-Adjacent angles</p> <p>-Angle measures: word problems</p> <p><u>Triangles</u></p> <p>-Acute, obtuse, and right triangles</p> <p>-Scalene, isosceles, and equilateral triangles</p> <p>-Classify triangles</p> <p><u>Quadrilaterals</u></p>	Unit 15, Lessons 8 - 10	Flipped learning	<p><a href="#">12.6.22 4th Gr. Math Tufariello.pdf</a></p>
4 (Measurement, Data, & Probability)	<p>Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.</p> <p>Measurement attributes can be quantified, and estimated using customary and noncustomary units of measure.</p>	<p>What does it mean to estimate or analyze numerical quantities?</p> <p>When is it appropriate to estimate versus calculate?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?</p> <p>How precise do measurements and calculations need to be?</p>	Measurement	<p>Solve problems involving measurements.</p> <p>Convert larger unit to smaller unit.</p> <p>Measure and draw angles.</p> <p>Apply area and perimeter formulas.</p>	<p>CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.</p> <p>CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.</p>	<p>M04.D-M.1.1.1 Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided. Example 1: Know that 1 kg is 1,000 times as heavy as 1 g. Example 2: Express the length of a 4-foot snake as 48 in.</p> <p>M04.D-M.1.1.2 Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>M04.D-M.1.1.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided.</p> <p>M04.D-M.1.1.4 Identify time (analog or digital) as the amount of minutes before or after the hour. Example 1: 2:50 is the same as 10 minutes before 3:00. Example 2: Quarter past six is the same as 6:15.</p> <p>M04.D-M.3.1.1 Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.</p> <p>M04.D-M.3.1.2 Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)</p>	Acute Angle	<p><u>Customary units of measurement</u></p> <p>-Measure using an inch ruler</p> <p>-Which customary unit is appropriate?</p> <p>-Compare and convert customary units of length</p> <p>-Compare and convert customary units of weight</p> <p>-Compare and convert customary units of volume</p> <p>-Compare and convert customary units</p> <p>-Conversion tables - customary units</p> <p>-Compare customary units by multiplying</p> <p>-Convert mixed customary units</p> <p>-Add and subtract mixed customary units</p> <p><u>Metric units of measurement</u></p> <p>-Compare and convert metric units of length</p> <p>-Compare and convert metric units of weight</p> <p>-Compare and convert metric units of volume</p> <p>-Compare and convert metric units</p> <p>-Conversion tables - metric units</p> <p>-Convert mixed metric units</p> <p>-Add and subtract mixed metric units</p> <p><u>Measurement word problems</u></p> <p>-Measurement word problems</p> <p>-Measurement word problems with fractions</p> <p><u>Perimeter</u></p> <p>-Perimeter of polygons</p> <p>-Perimeter: find the missing side length</p> <p>-Find the perimeter of rectangles using</p>	<p>Unit 4, Lessons 1 - 8</p> <p><b>Unit 9, Lessons 1 - 5</b></p> <p><b>Unit 10 Lessons 1 - 3</b></p> <p>Unit 12, Lessons 1 - 6</p> <p>Unit 12, Lessons 8 - 13</p> <p>Unit 13, Lessons 1 - 5</p> <p>Unit 13, Lesson 14 - 17</p>	<p>Annotating text: Numbering</p> <p>highlighting</p> <p>underlining</p> <p>Articulating a task/restating</p> <p>Extended time</p> <p>Flipped learning</p>	<p><a href="#">3.14.23 4th Gr. Math Tufariello.pdf</a></p> <p><a href="#">4.11.23 4th Gr. Math Tufariello.pdf</a></p>

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Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
								formulas -Perimeter: word problems  <u>Area</u> -Create rectangles with a given area -Find the area of rectangles using formulas -Find the area or missing side length of a rectangle -Area: word problems -Area of complex figures -Area between two rectangles -Compare area and perimeter of two figures -Relationship between area and perimeter -Area and perimeter: word problems -Rectangles: relationship between perimeter and area word problems  <u>Angle measurement</u> -Draw angles with a protractor			
	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.  Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.  Data can be modeled and used to make inferences.	What does it mean to estimate or analyze numerical quantities? What makes a tool and/or strategy appropriate for a given task? How can data be organized and represented to provide insight into the relationship? How does the type of data influence the choice of display? How can probability and data analysis be used to make predictions?	Data Displays	Translate one type of data display to another.  Represent and interpret data involving fractions.	CC.2.4.4.A.2 Translate information from one type of data display to another.  CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	M04.D-M.2.1.1 Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of 1/2, 1/4, or 1/8). M04.D-M.2.1.2 Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as 1/4, 2/4, 3/4). M04.D-M.2.1.3 Translate information from one type of display to another (table, chart, bar graph, or pictograph).		<u>Data and graphs</u> -Read a table -Interpret line plots -Create line plots -Create and interpret line plots with fractions -Interpret line graphs -Create line graphs -Interpret bar graphs -Create bar graphs -Interpret frequency charts -Create frequency charts -Interpret stem-and-leaf plots -Create stem-and-leaf plots	Unit 3, Lessons 1 - 4  Unit 13, Lessons 10 - 13  <b>Teacher Supplementation: A Road Trip to Remember Activity</b>	<a href="#">5.17.23 4th Gr. Math Tufariello.pdf</a>	
4 (Numbers & Operations)	Mathematical relationships among numbers can be represented, compared, and	How is mathematics used to quantify, compare, represent, and model	Place Value and Properties of	Demonstrate an understanding of multi-digit whole numbers.	CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit	M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the	Acute Angle Angle	<u>Place value</u> -Place value models -Place value names	Unit 1, Lessons 3, 5  Unit 2, Lessons 1-2	Annotating text: Numbering highlighting underlining	<a href="#">9.8.22 4th Gr. Math Tufariello.pdf</a>

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Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List															
4th	<p>communicated.</p> <p>Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.</p> <p>Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.</p> <p>Patterns exhibit relationships that can be extended, described, and generalized.</p>	<p>numbers?</p> <p>How can mathematics support effective communication?</p> <p>How are relationships represented mathematically?</p> <p>What does it mean to estimate or analyze numerical quantities?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p>	Operations	<p>Compare and round multi-digit numbers.</p> <p>Perform multi-digit arithmetic.</p>	<p>whole numbers.</p> <p>CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit</p>	<p>hundreds place is ten times the / in the tens place.</p> <p>M04.A-T.1.1.2 Read and write whole numbers in expanded, standard, and word form through 1,000,000.</p> <p>M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using &gt;, =, and &lt; symbols.</p> <p>M04.A-T.1.1.4 Round multi-digit whole numbers (through 1,000,000) to any place.</p>		<p>-Relationship between place values</p> <p>-Value of a digit</p> <p>-Place value word problems</p> <p>-Convert between place values</p> <p>-Place value review</p>	<p>Unit 6, Lessons 1 - 14</p> <p>Unit 7, Lesson 5 - 8</p> <p>Unit 14, Lessons 1 - 6</p>	<p>Articulating a task/restating</p> <p>Extended time</p> <p>Flipped learning</p>	<p><a href="#">9.26 4th Gr. Math Tufariello.pdf</a></p> <p><a href="#">1.24.23 4th Gr. Math Tufariello.pdf</a></p>															
												Fractions	<p>Demonstrate an understanding of fraction equivalence.</p> <p>Compare and order fractions.</p> <p>Solve problems involving fractions and mixed numbers.</p>	<p>CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.</p> <p>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	<p>M04.A-F.1.1.1 Recognize and generate equivalent fractions.</p> <p>M04.A-F.1.1.2 Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols &gt;, =, or &lt; and justify the conclusions.</p> <p>M04.A-F.2.1.1 Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).</p> <p>M04.A-F.2.1.2 Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Example 1: <math>3/8 = 1/8 + 1/8 + 1/8</math> OR <math>3/8 = 1/8 + 2/8</math> Example 2: <math>2 \frac{1}{12} = 1 + 1 + 1/12 = 12/12 + 12/12 + 1/12</math></p> <p>M04.A-F.2.1.3 Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).</p> <p>M04.A-F.2.1.4 Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).</p> <p>M04.A-F.2.1.5 Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: <math>5 \times (1/4) = 5/4</math></p> <p>M04.A-F.2.1.6 Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: <math>3 \times (5/6) = 15/6</math></p> <p>M04.A-F.2.1.7 Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).</p>	<p>Equivalent fractions</p> <p>-Fractions of a whole: word problems</p> <p>-Fractions of a group: word problems</p> <p>-Find equivalent fractions using area models</p> <p>-Identify equivalent fractions using number lines</p> <p>-Graph equivalent fractions on number lines</p> <p>-Identify equivalent fractions</p> <p>-Equivalent fractions: find the missing numerator or denominator</p> <p>-Patterns of equivalent fractions</p> <p>Compare and order fractions</p> <p>-Compare fractions with like numerators or denominators using models</p> <p>-Graph and compare fractions with like numerators or denominators on number lines</p> <p>-Compare fractions with like numerators or denominators</p> <p>-Compare fractions</p> <p>-Compare fractions: find the missing numerator or denominator</p> <p>-Order fractions with like numerators or denominators</p> <p>-Order fractions</p> <p>Add and subtract fractions with like denominators</p> <p>-Add fractions with like denominators</p> <p>-Subtract fractions with like denominators</p> <p>-Add and subtract fractions with like denominators</p> <p>-Add and subtract fractions with like denominators: word problems</p> <p>-Add and subtract fractions with like denominators in recipes</p> <p>-Add 3 or more fractions with like</p>	<p>Unit 2, Lessons 1 - 8</p> <p>Unit 3, Lessons 1 - 12</p> <p>Unit 5, Lessons 1 - 8</p> <p>Unit 5, Lessons 10 - 16</p> <p>Unit 6, Lessons 1 - 4</p> <p>Teacher Supplementation: Math Journal</p>	<p><a href="#">10.4.22 4th Gr. Math Tufariello.pdf</a></p>								
																			Decimals	<p>Use decimal notation for decimal fractions.</p> <p>Compare decimal fractions.</p> <p>Compare decimals.</p>	<p>CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g, 19/100).</p>	<p>M04.A-F.3.1.1 Add two fractions with respective denominators 10 and 100. Example: Express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 30/100 + 4/100 = 34/100</math>.</p> <p>M04.A-F.3.1.2 Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as <math>62/100</math> and vice versa.</p> <p>M04.A-F.3.1.3 Compare two decimals to hundredths using the symbols &gt;, =, or &lt;, and justify the conclusions.</p>	<p>Relate fractions and decimals</p> <p>-Model decimals and fractions</p> <p>-What decimal number is illustrated?</p> <p>-Graph fractions as decimals on number lines</p> <p>-Graph decimals on number</p>	<p>Unit 8, Lessons 1-6</p> <p>Unit 11, Lessons 1 - 8</p>	<p><a href="#">2.27.23 4th Gr. Math Tufariello.pdf</a></p>	
			Place Value and Properties of Operations	<p>Demonstrate an understanding of multi-digit whole numbers.</p> <p>Compare and round multi-digit numbers.</p>	<p>CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.</p> <p>CC.2.1.4.B.2 Use place value</p>	<p>M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.</p> <p>M04.A-T.1.1.2 Read and write whole numbers in expanded, standard, and word form through 1,000,000.</p> <p>M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on</p>		<p>Place value</p> <p>-Place value models</p> <p>-Place value names</p> <p>-Relationship between place values</p> <p>-Value of a digit</p> <p>-Place value word problems</p>	<p>Unit 1, Lessons 6 - 8</p> <p>Unit 2, Lessons 12 - 14</p> <p>Unit 6, Lessons 1 - 14</p>																	<p><a href="#">9.12.22 4th Gr. Math Tufariello.pdf</a></p>

PA Virtual Charter 4th Grade Math Framework

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	IXL	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				Perform multi-digit arithmetic.	CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.	<p>M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</p> <p>M04.A-T.1.1.4 Round multi-digit whole numbers (through 1,000,000) to any place.</p> <p>M04.A-T.2.1.1 Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).</p> <p>M04.A-T.2.1.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.</p> <p>M04.A-T.2.1.3 Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.</p> <p>M04.A-T.2.1.4 Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits <math>\times</math> 1 digit, excluding powers of 10).</p>		<p>-Place value word problems</p> <p>-Convert between place values</p> <p>-Place value review</p> <p><u>Multiply by one-digit numbers</u></p> <p>-Multiplication patterns over increasing place values</p> <p><u>Divide by one-digit numbers</u></p> <p>-Division patterns over increasing place values</p>	<p>Unit 7, Lesson 5 - 8</p> <p>Unit 14, Lessons 1 - 6</p>		<p><a href="#">10.24.22 4th Gr. Math Tufariello.pdf</a></p>

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Place Value and Properties of Operations	Demonstrate an understanding of rounding as it pertains to whole numbers and decimals.	CC.2.1.5.B.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses_Gr-4-5.pdf</a>	M05.A-T.1.1.1	Powers of Ten	Braces	Unit 9 - lesson 12	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher,	U1 - Place Value (Lesson 9) <a href="https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23">https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23</a>
5	Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.	How can mathematics support effective communication?		Read, write and compare decimals.				M05.A-T.1.1.2		Cubic Units	Unit 2 - lesson 1		
5	Numerical quantities, calculations, and measurements can be estimated, compared.	How are relationships represented mathematically?		Use whole numbers and decimals to				M05.A-T.1.1.3	Representations of Decimals	Measurement Systems	Unit 9 - lesson 1	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids,	Unit 1 - Reading and Writing numbers and Decimals (L9) <a href="https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23">https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23</a>
5	Patterns exhibit relationships that can be extended.	What does it mean to estimate or analyze numerical quantities?						M05.A-T.1.1.4	Comparing Decimals	Measurement Units	Unit 9 - lesson 5		<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class
5		When is it appropriate to estimate versus						M05.A-T.1.1.5	Rounding Decimals	Numerical Expressions	Unit 9 - lesson 9	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class	
5		What makes a tool and/or strategy appropriate for a given task?			CC.2.1.5.B.2			M05.A-T.2.1.1	Multiply Whole Numbers	Order of Operations	Unit 2 - lesson 4		<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids,
5		How can patterns be used to describe relationships in mathematical situations?						M05.A-T.2.1.2	Divide Whole Numbers	Origin Parentheses	Unit 2 - lesson 7	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	
5								M05.A-T.2.1.3	Operations with Decimals & Real World Operations with Decimals	Fraction	Unit 10 - lesson 1		<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives
							Volume	Unit 10 - lesson 2					
							X-axis	Unit 10 - lesson 3					
								Unit 10 - lesson 4					
								Unit 10 - lesson 5					
								Unit 10 - lesson 6					
5	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Decimals	Read, write and compare decimals.	CC.2.1.5.B.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.A-T.2.1.1	Multiply Whole Numbers (repeated)	X-coordinate	Unit 2 - lesson 4	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	U1 - Multiplication of multi digit numbers (L5) <a href="https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23">https://drive.google.com/open?id=1S0qxG2Dk1OLwdpVhpkF6TuJlw6C_OzKYgz23</a>
5	Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.	How can mathematics support effective communication?		Use whole numbers and decimals to compute accurately.				M05.A-T.2.1.2		Divide Whole Numbers (repeated)	Y-axis		
								Unit 2 - lesson 6					
								Unit 2 - lesson 14					
								Unit 11 - lesson 1					
								Unit 11 - lesson 2					
								Unit 2 - lesson 7					
								Unit 2 - lesson 8					
								Unit 2 - lesson 9					
								Unit 2 - lesson 11					
								Unit 2 - lesson 12					
								Unit 2 - lesson 13					
								Unit 2 - lesson 14					
								Unit 12 - lesson 1					
								Unit 12 - lesson 2					
								Unit 12 - lesson 3					
								Unit 12 - lesson 4					
								Unit 12 - lesson 9					
								Unit 12 - lesson 10					

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?						M05.A-T.2.1.3	Operations with Decimals & Real World Operations with Decimals (both repeated)		Unit 10 - lesson 1 Unit 10 - lesson 2 Unit 10 - lesson 3 Unit 10 - lesson 4 Unit 10 - lesson 5 Unit 10 - lesson 6 Unit 10 - lesson 8 Unit 10 - lesson 9 Unit 10 - lesson 10 Unit 11 - lesson 1 Unit 11 - lesson 2 Unit 11 - lesson 3 Unit 11 - lesson 4	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">Unit 10 - 2 Adding Decimals Spink M05.A-T.2.1.3</a>
5		What does it mean to estimate or analyze numerical quantities?											<a href="#">Math 5 Operations w/Decimals and Whole Numbers Rounding Numbers</a>
5		When is it appropriate to estimate versus calculate?											<a href="#">Math 5th Grade Real World Operations with Decimals Nihoff</a>
5	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Fractions	Add, Subtract, Multiply and Divide fractions to solve problems.	CC.2.1.5.C.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.4-5 Proficiency Level 1: Entering: 16.3.4-5.1S Name parts of a fraction with teacher modeling. Proficiency Level 2: Emerging: 16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.4-5.3S Retell a story involving fractions in a triad. Proficiency Level 4: Expanding: 16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group. Proficiency Level 5: Bridging: 16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	M05.A-F.1.1.1	Add and Subtract Fractions & Add and Subtract Fractions-Real World		Unit 3 - lesson 1 Unit 3 - lesson 2 Unit 3 - lesson 3 Unit 3 - lesson 4 Unit 3 - lesson 5 Unit 3 - lesson 6 Unit 3 - lesson 7 Unit 3 - lesson 8 Unit 3 - lesson 9 Unit 3 - lesson 10 Unit 3 - lesson 11 Unit 3 - lesson 12 Unit 3 - lesson 13 Unit 4 - lesson 1 Unit 4 - lesson 2 Unit 4 - lesson 3 Unit 4, Lesson 4	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 9 - Feb 3-13</a>
5	Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.	How can mathematics support effective communication?		Explain operations as they pertain to fractions.				M05.A-F.2.1.1	Interpreting Fractions as Division		Unit 6 - lesson 1 Unit 6 - lesson 2 Unit 6 - lesson 3 Unit 6 - lesson 4 Unit 6 - lesson 5 Unit 6 - lesson 6 Unit 6 - lesson 8 Unit 6 - lesson 9 Unit 6 - lesson 10 Unit 6 - lesson 11 Unit 6 - lesson 12 Unit 6 - lesson 13	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">5th Grade Math Unit 6 Dividing Fractions Spink M05.A-F.2.1.1</a>

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
5	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?			CC.2.1.5.C.2			M05.A-F.2.1.2	Multiplication with Fractions		Unit 5 - lesson 1 Unit 5 - lesson 2 Unit 5 - lesson 3 Unit 5 - lesson 4 Unit 5 - lesson 5 Unit 5 - lesson 6 Unit 5 - lesson 7 Unit 5 - lesson 8 Unit 5 - lesson 9 Unit 5 - lesson 10	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">Math 5 Unit 5 Multiplication with Fractions Spink M05.A-F.2.1</a>	
5		What does it mean to estimate or analyze						M05.A-F.2.1.3	Multiplication as Scaling		Unit 5 - lesson 7	<b>SpEd:</b> Restate questions, additional time,	<a href="#">Topic 8 Jan 21-30</a>	
5		What makes a tool and/or strategy appropriate for a given task?							M05.A-F.2.1.4	Division with Fractions		Unit 6 - lesson 1 Unit 6 - lesson 2 Unit 6 - lesson 3 Unit 6 - lesson 4 Unit 6 - lesson 5 Unit 6 - lesson 6 Unit 6 - lesson 8 Unit 6 - lesson 9 Unit 6 - lesson 10 Unit 6 - lesson 11 Unit 6 - lesson 12 Unit 6 - lesson 13	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island	<a href="#">Math 5 Unit 6 Fraction Mastery Spink M05.A-F.2.1.4</a>
5	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Numerical Expressions	Write and interpret numerical expressions.	CC.2.2.5.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.B-O.1.1.1	Order of Operations		Unit 1 - lesson 1 Unit 1 - lesson 2 Unit 1 - lesson 3 Unit 1 - Lesson 4 Unit 1 - Lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">Math 5 Unit 1 Using Grouping Symbols Spink M05.B-O.1.1.1</a>	
5	Mathematical relationships can be represented as expressions.	How can mathematics support effective communication?							M05.B-O.1.1.2	Numerical Expressions		Unit 1 - lesson 5 Unit 1 - lesson 6 Unit 1 - lesson 7 Unit 1 - Lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids,	<a href="#">Math 5 Unit 1 Using Grouping Symbols B Spink M05.B-O.1.1.2</a>
5		How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?											<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, <b>Enrichment:</b> Study Island and Plato	<a href="#">Applied Math 5 Numerical Expressions Spink M05.B-O.1</a>

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List				
5	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Order of Operations	Evaluate expressions using the order of operations.	CC.2.2.5.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.B-O.1.1.1	Order of Operations (repeated)		Unit 1 - lesson 1 Unit 1 - lesson 2 Unit 1 - lesson 3 Unit 1 - Lesson 4 Unit 1 - Lesson 8	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses	<a href="#">Math 5 Unit 1 Numerical Expressions A Spink M05.B-O.1.1.1</a>				
5	Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical	How can mathematics support effective communication?							M05.B-O.1.1.2	Numerical Expressions (repeated)		Unit 1 - lesson 5 Unit 1 - lesson 6 Unit 1 - lesson 7 Unit 1 - Lesson 8	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses	<a href="#">Math 5 Unit 1 Using Grouping Symbols C Spink M05.B-O.1.1.2</a>			
5		How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze													<a href="#">Applied Math 5 Order of Operations and Expressions</a>		
5	Patterns exhibit relationships that can be extended, described, and	How can patterns be used to describe relationships in mathematical	Patterns	Generate, analyze and compare patterns.	CC.2.2.5.A.4	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank. Proficiency Level 2: Emerging: 16.3.4-5.2W Give examples of patterns in nature using general content words (e.g. shape, size, color). Proficiency Level 3: Developing: 16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g. I see that ____; I noticed that ____). Proficiency Level 4: Expanding: 16.3.4-5.4W Give examples of patterns in nature using a paragraph frame. Proficiency Level 5: Bridging: 16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g. I noticed that ____ is similar to ____).	M05.B-O.2.1.1	Number Patterns		Unit 13 - lesson 8 Unit 13 - lesson 9	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Applied Math 5 Number Patterns Spink M05.B-O.2</a>				
5	Mathematical relations and functions can be modeled through multiple representations and	How can recognizing repetition or regularity assist in solving problems more efficiently?								M05.B-O.2.1.2					<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Applied Math 5th Grade Patterns Spink M05.B-O.2</a>	
5	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?														<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Applied Math 5th Grade Relationships Spink M05.B-O.2</a>
5		How does the type of data influence the choice of display?														<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5th Grade Representing Data Nihoff</a>
5		How can probability and data analysis be used to make predictions?														<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5th Grade Representing Data Nihoff M05.D-M.2</a>
5	Geometric relationships can be described, analyzed, and classified based on spatial reasoning	How are spatial relationships, including shape and dimension, used to draw, construct, model, and	Coordinate Plane	Describe and interpret points given an ordered pair.	CC.2.3.5.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.4-5 Proficiency Level 1: Entering: 16.3.4-	M05.C-G.1.1.1	Coordinate System		Unit 13 - lesson 1 Unit 13 - lesson 2 Unit 13 - lesson 3 Unit 13- lesson 4	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5 Unit 13 Coordinate System Spink M05.C-G.1.1.1</a>				
5		How can geometric properties and theorems be used to describe, model, and analyze situations?		Plot points in quadrant I.						M05.C-G.1.1.2			Unit 13 - lesson 5 Unit 13 - lesson 6 Unit 13 - lesson 7 Unit 13 - lesson 8 Unit 13 - lesson 9	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5 Unit 13 Coordinate System Spink M05.C-G.1.1.2</a>		

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
5				Describe and interpret points given an ordered pair.				M05.C-G.1.1				<p><b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives</p> <p><b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified &amp; Verbal Instructions, Frequent Breaks, EDictionary,</p> <p><b>Enrichment:</b> Study Island and Plato</p>	<a href="#">Math 5 Unit 13 Coordinate System Spink M05.C-G.1.1</a>	
5				Identify parts of a coordinate grid.				M05.C-G.1.1				<p><b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives</p> <p><b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified &amp; Verbal Instructions, Frequent Breaks, EDictionary,</p> <p><b>Enrichment:</b> Study Island and Plato</p>	<a href="#">Math 5 Unit 13 Coordinate System Spink M05.C-G.1.1</a>	
5	Patterns exhibit relationships that can be extended, described, and generalized	How can patterns be used to describe relationships in mathematical situations?	TwoDimensional Figures	Classify two-dimensional figures based on their properties.	CC.2.3.5.A.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.C-G.2.1.1	2-Dimensional Figures		Unit 15 - lesson 1 Unit 15 - lesson 2 Unit 15 - lesson 3 Unit 15 - lesson 4 Unit 15 - lesson 5 Unit 15- lesson 6	<p><b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives</p> <p><b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified &amp; Verbal Instructions, Frequent Breaks, EDictionary,</p> <p><b>Enrichment:</b> Study Island and Plato</p>	<a href="#">Applied Math 5th Grade 2 Dimensional Figures Spink M05.C-G.2.1.1</a>	
5	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?											<p><b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives</p> <p><b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified &amp; Verbal Instructions, Frequent Breaks, EDictionary,</p> <p><b>Enrichment:</b> Study Island and Plato</p>	<a href="#">Applied Math 5th Grade Geometric Properties and Attributes Spink M05.C-G.2</a>
		How can geometric properties and theorems be used to describe, model, and analyze situations?												<p><b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives</p> <p><b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher</p>

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?	Volume and ThreeDimensional Solids	Apply concepts of volume to solve problems.	CC.2.4.5.A.5	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Fr-4-5.pdf</a>	M05.D-M.3.1.1	Volume		Unit 7 - lesson 1 Unit 7 - lesson 2 Unit 7 - lesson 3 Unit 7 - lesson 4 Unit 7 - lesson 5 Unit 7 - lesson 6 Unit 7 - lesson 7	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes	<a href="#">Topic 14 Apr 27 - May 7</a>
	How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?	Relate volume to multiplication and to addition.			M05.D-M.3.1.2			Composite Volume	Unit 7 - lesson 10 Unit 7 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Applied Math 5th Grade Volume Spink M05.D-M.3.1</a>		
	How can geometric properties and theorems be used to describe, model, and analyze situations?									<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Applied Math 5th Grade Volume and 3 Dimensional Solids M05.D-</a>		
	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	When is it appropriate to estimate versus calculate?	Measurement	Solve problems using simple conversions.	CC.2.4.5.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.D-M.1.1.1	Units of Measure		Unit 14 - lesson 1 Unit 14 - lesson 2 Unit 14 - lesson 3 Unit 14 - lesson 4 Unit 14 - lesson 5 Unit 14 - lesson 6 Unit 14 - lesson 8 Unit 14 - lesson 9 Unit 14 - lesson 10	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified &	<a href="#">Math 5 Unit 14- Units of Measure Spink M05.D-M.1.1.1</a>
	Measurement attributes can be quantified, and estimated using customary and noncustomary units of measurement.	What makes a tool and/or strategy appropriate for a given task?									<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate	<a href="#">Math 5 Unit 14 Lesson 2 Units of Measure Spink M05.D-M.1 and M05.D-M.1.1.1</a>	
	Why does "what" we measure influence "how" we measure?										<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5th Grade Units of Measure Nihoff M05.D-M.1</a>	
	In what ways are the mathematical attributes of objects or processes measured, calculated and/or represented?										<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5th Grade Units of Measure Nihoff M05.D-M.1</a>	
	How precise do measurements and calculations need to be?										<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">Math 5th Grade Units of Measure Nihoff M05.D-M.1</a>	
	5 Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?		Data Displays	Organize and display data in order to answer questions.			CC.2.4.5.A.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	M05.D-M.2.1.1	Representing and Interpreting Data	
	5 Mathematical relations and functions can be modeled through multiple representations.	What makes a tool and/or strategy appropriate for a given task?	Represent and interpret data using appropriate scale.			M05.D-M.2.1.2	Unit 13, Lesson 10	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives			<a href="#">Math 5th Grade Representing Data Nihoff M05.D-M.2</a>		
	5 Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationships between variables?	Solve problems involving computation with fractions using appropriate strategies and tools.	CC.2.4.5.A.4		M05.D-M.2.1.1 (repeated)	Unit 14 - lesson 12 Unit 14 - lesson 13	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids,			<a href="#">Math 5th Grade Representing Data Nihoff</a>		

5th Grade Math Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Math 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List		
5		How does the type of data influence the choice of display?					Explain the concept of fractions using a graphic organizer in a small group.	M05.D-M.2.1.2 (repeated)			Unit 13, Lesson 10	SpEd: Restate questions, additional time, snip and paste, flipped class	<a href="#">Math 5th Grade Representing Data Nihoff</a>		
5		How can probability and data analysis be used to make predictions?					Proficiency Level 5: Bridging: 16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.					SpEd: Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Math 5th Grade Representing Data Nihoff M05.D-M.2</a>		
5	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What makes a tool and/or strategy appropriate for a given task?	Volume ThreeDimensional Solids	Apply concepts of volume to solve problems.	CC.2.4.5.A.4	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	CanDo-KeyUses-Gr-4-5.pdf  Standard Area - ELD 16.3.4-5 Proficiency Level 1: Entering: 16.3.4-5.1S Name parts of a fraction with teacher modeling. Proficiency Level 2: Emerging: 16.3.4-5.2S	M05.D-M.2.1.1	Respresenting and Interpreting Data (repeated)		Unit 14 - lesson 12 Unit 14 - lesson 13	SpEd: Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives ELL: Alternate	<a href="#">Topic 2 - Sept 30 - Oct 10</a>		
5	Measurement attributes can be quantified, and estimated using customary and noncustomary units of measure.	In what ways are the mathematical attributes of objects or processes measured, calculated, and/or interpreted?		Relate volume to multiplication and to addition.				Restate and use phrases to describe fractions using manipulatives with a partner. Proficiency Level 3: Developing: 16.3.4-5.3S Retell a story involving fractions in a triad. Proficiency Level 4: Expanding: 16.3.4-5.4S		M05.D-M.2.1.2			Unit 13, Lesson 10	SpEd: Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives ELL: Alternate	<a href="#">Math 5th Grade Representing Data Nihoff M05.D-M.2.1</a>
5							CC.2.4.5.A.5	Explain the concept of fractions using a graphic organizer in a small group. Proficiency Level 5: Bridging: 16.3.4-5.5S	M05.D-M.3.1.1	Volume (repeated)			Unit 7 - lesson 1 Unit 7 - lesson 2 Unit 7 - lesson 3	SpEd: Restate questions, additional time, snip and paste, flipped class with videos, visual aids	<a href="#">Applied Math 5th Grade Volume Spink</a>
5								Explain with examples ways fractions are used to solve problems in daily life.	M05.D-M.3.1.2	Composite Volume (repeated)			Unit 7 - lesson 10 Unit 7 - lesson 11 Unit 10 - lesson 1	SpEd: Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives ELL: Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary, Enrichment: Study Island and Plato	<a href="#">Applied Math 5th Grade Composite Volume Spink M05.D-M.3.1.2</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent and model numbers?	Ratios, Proportions, and Percent	Represent ratio relationships in various forms.	CC.2.1.6.D.1	M06.A-R.1.1.1	Ratios and Ratio Language	Absolute value Algebraic expressions Box and whisker plots Coefficient Compound polygon	B Unit 1 - lesson 1 B Unit 1 - lesson 2 B Unit 1 - lesson 4 B Unit 2 - lesson 1 B Unit 2 - lesson 2 B Unit 2 - lesson 3 B Unit 2 - lesson 4	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes,	<a href="#">M06.A-R.1.1.1</a> Unit 1, Lesson 2 & 3
6	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Determine unit rates in context.		M06.A-R.1.1.2	Understand Unit Rates	Dependent variable Distributive property Dot plots Exponent Greatest Common Factor Independent variable Inequality Integer Interquartile range Irregular Polygon Least Common	B Unit 1 - lesson 1	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-R.1.1.2</a> Unit 1, Lesson 2

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Interpret and compute quotients of fraction.		M06.A-R.1.1.3	Ratios in Tables and Graphs	Multiple Mean Mean absolute deviation	B Unit 1 - lesson 2 B Unit 1 - lesson 4 B Unit 1 - lesson 5 B Unit 1 - lesson 7 B Unit 2 - lesson 1 B Unit 2 - lesson 2 B Unit 2 - lesson 3 B Unit 2 - lesson 4 B Unit 2 - lesson 6 B Unit 2 - lesson 8 B Unit 2 - lesson 9 B Unit 2 - lesson 10 B Unit 2 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-R.1.1.3</a> Unit 1, Lesson 5
6	Patterns exhibit relationships that can be extended, described, and generalized.	How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations?		Solve problems using ratio and rate reasoning.		M06.A-R.1.1.4	Unit Rate Problems		B Unit 1 - lesson 2 B Unit 1 - lesson 4 B Unit 1 - lesson 5 B Unit 1 - lesson 7 B Unit 2 - lesson 1 B Unit 2 - lesson 2 B Unit 2 - lesson 3 B Unit 2 - lesson 4 B Unit 2 - lesson 6 B Unit 2 - lesson 8 B Unit 2 - lesson 9 B Unit 2 - lesson 10 B Unit 2 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-R.1.1.4</a> Unit 1, Lesson 7&8

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan	
6		What makes a tool and/or strategy appropriate for a given task?	Number Theory Concepts and Operations	Convert measurement units using equivalent ratios.		M06.A-R.1.1.5	Percent Problems		B Unit 1 - lesson 2 B Unit 1 - lesson 4 B Unit 1 - lesson 5 B Unit 1 - lesson 7 B Unit 2 - lesson 1 B Unit 2 - lesson 2 B Unit 2 - lesson 3 B Unit 2 - lesson 4 B Unit 2 - lesson 6 B Unit 2 - lesson 7 B Unit 2 - lesson 8 B Unit 2 - lesson 9 B Unit 2 - lesson 10 B Unit 2 - lesson 11	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-R.1.1.5</a> Unit 2, Lesson 4	
6		How can patterns be used to describe relationships in mathematical situations?				CC.2.1.6.E.1	M06.A-N.1.1.1		A Unit 2, lesson 1 A Unit 2, lesson 2 A Unit 2, lesson 3	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">M06.A-N.1.1.1</a> Unit 2, Lesson 3	
6	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?		Solve problems and compute fluently with whole numbers and decimals.	CC.2.1.6.E.2	M06.A-N.2.1.1	Compute with Whole Numbers and Decimals		A Unit 1 - lesson 1 A Unit 1 - lesson 2 A Unit 1 - lesson 3  A Unit 2 - lesson 5 A Unit 2 - lesson 6 A Unit 2 - lesson 7 A Unit 2 - lesson 9 A Unit 2 - lesson 10 A Unit 2 - lesson 11 A Unit 2 - lesson 12 A Unit 2 - lesson 14  A Unit 3-lesson 10 A Unit 3-lesson 11	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 1- Sept 9 - 19</a>	<a href="#">Topic 3 - Oct 14- 24</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How can mathematics support effective communication?	Integers and Other Rational Numbers	Find common multiples and factors including greatest common factor and least common multiple.	CC.2.1.6.E.3	M06.A-N.2.2.1	Factors and Multiples		A Unit 1 - lesson 4 A Unit 1 - lesson 5 A Unit 1 - lesson 7 A Unit 1 - lesson 8 A Unit 1 - lesson 9	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes,	<a href="#">M06.A-N.2.2.1</a> Unit 1, Lesson 5
6		What does it mean to estimate or analyze numerical quantities?		Use the distributive property to express a sum of two numbers.		M06.A-N.2.2.2	Factors and Multiples		A Unit 1 - lesson 10 A Unit 1 - lesson 11	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	
6		What makes a tool and/or strategy appropriate for a given task?									
6	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?		Use positive and negative numbers to represent quantities in real world contexts.	CC.2.1.6.E.4	M06.A-N.3.1.1	Positive and Negative Numbers		A Unit 3 - lesson 1 A Unit 3 - lesson 2 A Unit 3 - lesson 3 A Unit 3 - lesson 4 A Unit 3 - lesson 6	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-N.3.1.1</a> Unit 3, Lesson 1

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan	
6	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Plot integers and other rational numbers on a number line and on a coordinate graph.		M06.A-N.3.1.2	Opposites		A Unit 3 - lesson 1 A Unit 3 - lesson 2 A Unit 3 - lesson 6 A Unit 3 - lesson 7 A Unit 3 - lesson 8 B Unit 3 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-N.3.1.2</a> Unit 3, Lesson 7	
6	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Interpret the opposite and absolute value of an integer as its distance from zero on a number line		M06.A-N.3.1.3	Number Line & Coordinate Planes		A Unit 3 - lesson 1 A Unit 3 - lesson 2 A Unit 3 - lesson 3 A Unit 3 - lesson 4 A Unit 3 - lesson 6 A Unit 3 - lesson 7 A Unit 3 - lesson 8 B Unit 3 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 5 - Nov 18 - Dec 5</a> <a href="#">M06.A-N.3.1.3</a> Unit 3, Lesson 8	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6		How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations?		Compare and order rational numbers.		M06.A-N.3.2.1	Comparing Numbers		A Unit 3 - lesson 3 A Unit 3 - lesson 4 A Unit 3 - lesson 6	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-N.3.2.1</a> Unit 3, Lesson 3 & 4
6		What makes a tool and/or strategy appropriate for a given task?				M06.A-N.3.2.2	Absolute Value		A Unit 3 - lesson 3 A Unit 3 - lesson 4 A Unit 3 - lesson 6 A Unit 3 - lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-N.3.2.2</a> Unit 3, Lesson 3 & 4

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6						M06.A-N.3.2.3	Distance		A Unit 3 - lesson 7 A Unit 3 - lesson 8 A Unit 3 - lesson 10 A Unit 3 - lesson 11	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.A-N.3.2.3</a> Unit 3, Lesson 11
6	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Algebraic Expressions	Write, identify and evaluate numerical expressions involving exponents.	CC.2.2.6.B.1	M06.B-E.1.1.1	Write and Evaluate Numerical Expressions		A Unit 4 - lesson 1 A Unit 4 - lesson 2 A Unit 4 - lesson 3 A Unit 5 - lesson 1 A Unit 5 - lesson 2	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 7 - Jan 6 - 16</a> <a href="#">M06.B-E.1.1.1 Unit 4, Lesson 1</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan	
6	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How are relationships represented mathematically?		Write, read and evaluate algebraic expressions.		M06.B-E.1.1.2	Write Algebraic Expressions from Verbal Descriptions		A Unit 4 - lesson 4 A Unit 4 - lesson 5 A Unit 4 - lesson 6 A Unit 4 - lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 9 - Feb 3 - 13</a>	<a href="#">M06.B-E.1.1.2</a> Unit 4, Lesson 4
6	Patterns exhibit relationships that can be extended, described, and generalized.	How can mathematics support effective communication?		Apply the properties of operations to generate equivalent expressions.		M06.B-E.1.1.3	Parts of an Expression		A Unit 4 - lesson 4 A Unit 4 - lesson 5 A Unit 4 - lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.1.1.3</a> Unit 4, Lesson 5	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan	
6		How can recognizing repetition or regularity assist in solving problems more efficiently?				M06.B-E.1.1.4	Evaluate Algebraic Expressions		A Unit 4 - lesson 3 A Unit 4 - lesson 4 A Unit 4 - lesson 5 A Unit 4 - lesson 6 A Unit 4 - lesson 8	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.1.1.4</a> Unit 4, Lesson 6	
6						M06.B-E.1.1.5	Equivalent Expressions		A Unit 4 - lesson 9 A Unit 4 - lesson 10 A Unit 5 - lesson 1 A Unit 5 - lesson 2	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">Topic 8 - Jan 20 - 30</a>	<a href="#">M06.B-E.1.1.5</a> Unit 5, Lesson 1 & 2

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Algebraic Equations	Represent and analyze quantitative relationships between Independent and dependent variables.	CC.2.2.6.B.2	M06.B-E.2.1.1	Solve Equations and Inequalities Using Substitution		A Unit 5 - lesson 1 A Unit 5 - lesson 3 A Unit 5 - lesson 6 A Unit 6 - lesson 1 A Unit 6 - lesson 2 A Unit 6-lesson 3	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.2.1.1</a> Unit 5, Lesson 6
6	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Solve and interpret one variable equations or inequalities in real world and mathematical problems.		M06.B-E.2.1.2	Write Algebraic Expressions from Situations		A Unit 4 - lesson 4 A Unit 4 - lesson 5 A Unit 4 - lesson 6 A Unit 4 - lesson 8	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.2.1.2</a> Unit 4, Lesson 8

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan	
6	Patterns exhibit relationships that can be extended, described, and generalized.	How are relationships represented mathematically?				M06.B-E.2.1.3	Solve Equations		A Unit 5 - lesson 5 A Unit 5 - lesson 6 A Unit 5 - lesson 8 A Unit 5 - lesson 9 A Unit 5 - lesson 11	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.2.1.3</a> Unit 5, Lesson 5	
6	Mathematical relations and functions can be modeled through multiple representations and	How can expressions, equations and inequalities be used to quantify, solve, model, and/or				M06.B-E.2.1.4	Inequalities		A Unit 6 - lesson 4 A Unit 6 - lesson 5	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">M06.B-E.2.1.4</a> Unit 6, Lesson 4	
6		How can recognizing repetition or regularity assist in solving problems more efficiently?			CC.2.2.6.B.3	M06.B-E.3.1.1	Independent and Dependent Variables		A Unit 6 - lesson 7 A Unit 6 - lesson 8	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives	<a href="#">M06.B-E.3.1.1</a> <a href="#">Unit 6, Lesson 7 &amp; 8</a>	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6		How can data be organized and represented to provide insight into the relationship between quantities?				M06.B-E.3.1.2			A Unit 6 - lesson 7 A Unit 6 - lesson 8	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.B-E.3.1.1</a> Unit 6, Lesson 7 & 8
6	Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repetition or regularity assist in solving problems more efficiently?	Area, Surface Area, and Volume	Determine the area of triangles, quadrilaterals, irregular polygons and compound polygons.	CC.2.3.6.A.1	M06.C-G.1.1.1	Area		B Unit 3 - lesson 1 B Unit 3 - lesson 2 B Unit 3 - lesson 3 B Unit 3 - lesson 5 B Unit 3 - lesson 6 B Unit 3 - lesson 8 B Unit 3 - lesson 9	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.C-G.1.1.1</a> Unit 3, Lesson 1,2,&3

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?		Calculate the area of a polygon on a plane given the coordinates of the vertices.		M06.C-G.1.1.2			B Unit 3 - lesson 4 B Unit 3 - lesson 5 B Unit 3 - lesson 6 B Unit 3 - lesson 8 B Unit 3 - lesson 9	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.C-G.1.1.2</a> Unit 4, Lesson 4,5,&6
6		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?		Find volumes of right rectangular prisms with fractional edge lengths.		M06.C-G.1.1.3	Volume with Fractional Edge Lengths		B Unit 4 - lesson 3 B Unit 4 - lesson 4 B Unit 4 - lesson 5 B Unit 4 - lesson 6 B Unit 4 - lesson 7	<b>SpEd:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.C-G.1.1.3</a> Unit 4, Lesson 3

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6		How can geometric properties and theorems be used to describe, model, and analyze situations?		Use nets to find surface area of 3 – dimensional figures.		M06.C-G.1.1.4	Coordinate Geometry		B Unit 3 - lesson 11	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.C-G.1.1.4</a> Unit 3, Lesson 11
6						M06.C-G.1.1.5	Surface Area and Nets		B Unit 4 - lesson 1 B Unit 4 - lesson 2	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small	<a href="#">M06.C-G.1.1.5</a> Unit 4, Lesson 2
6						M06.C-G.1.1.6			B Unit 4 - lesson 2		<a href="#">M06.C-G.1.1.6</a> Unit 4, Lesson 2
6	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Data and Distributions	Display data in dot plots, histograms and box-and-whisker plots.	CC.2.4.6.B.1	M06.D-S.1.1.1	Display Numerical Data		B Unit 5 - lesson 6 B Unit 5 - lesson 7 B Unit 5 - lesson 8 B Unit 5 - lesson 10 B Unit 5 - lesson 11 B Unit 5 - lesson 13 B Unit 7 - lesson 1 B Unit 7 - lesson 2 B Unit 7 - lesson 3 B Unit 7 - lesson 4 B Unit 7 - lesson 6	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.D-S.1.1.1</a> Unit 5, Lesson 10 & 11

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	What makes a tool and/or strategy appropriate for a given task?		Determine quantitative measures of center and variability.		M06.D-S.1.1.2	Measures of Center and Variability		B Unit 5 - lesson 2 B Unit 5 - lesson 3 B Unit 5 - lesson 4 B Unit 5 - lesson 5 B Unit 5 - lesson 12 B Unit 6 - lesson 1 B Unit 6 - lesson 2 B Unit 6 - lesson 3 B Unit 6 - lesson 4 B Unit 6 - lesson 6 B Unit 6 - lesson 8 B Unit 6 - lesson 9 B Unit 7 - lesson 1 B Unit 7 - lesson 2 B Unit 7 - lesson 3 B Unit 7 - lesson 4 B Unit 7 - lesson 6	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.D-S.1.1.2</a> Unit 5, Lesson 2 & 3
6	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?		Choose the appropriate measure of center and variability for a set of data.		M06.D-S.1.1.3			B Unit 5 - lesson 5 B Unit 5 - lesson 11 B Unit 5 - lesson 12	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.D-S.1.1.3</a> Unit 6, Lesson 4

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan
6		How does the type of data influence the choice of display?				M06.D-S.1.1.4			B Unit 5 - lesson 3 B Unit 5 - lesson 4 B Unit 5 - lesson 5 B Unit 5 - lesson 12 B Unit 6 - lesson 1 B Unit 6 - lesson 3 B Unit 6 - lesson 4 B Unit 6 - lesson 6 B Unit 6 - lesson 8 B Unit 6 - lesson 9 B Unit 7 - lesson 1 B Unit 7 - lesson 2 B Unit 7 - lesson 3 B Unit 7 - lesson 4 B Unit 7 - lesson 6	<b>Sped:</b> Restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher, manipulatives <b>ELL:</b> Alternate responses, Advanced notes, Extended time, Teacher Modeling, Simplified & Verbal Instructions, Frequent Breaks, EDictionary <b>Enrichment:</b> Study Island and Plato	<a href="#">M06.D-S.1.1.4</a> Unit 6, Lesson 4
6		How can probability and data analysis be used to make predictions?									

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
7	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Ratios, Proportions, and Percent	Compute unit rates associated with ratios of fractions.	CC.2.1.7.D.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.  PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		M07.A-R.1.1.1	Unit Rate and Constant of Proportionality	Acute triangle, Absolute Value, Additive Inverse, Additive Inverse Property, Adjacent angles, Algebraic Expressions, Alternate exterior angles, Alternate interior angles, Bar Notation, Chance event, Circumference, Coefficient, Complementary angles, Compound event, Constant, Coordinates, Corresponding angles, Data distribution	B Unit 1, Lesson 1 B Unit 1, Lesson 2 B Unit 1, Lesson 3 B Unit 1, Lesson 4	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building	<b>Rates:</b> <a href="https://docs.google.com/document/d/1VA3Ok7vQzcJgxLxoe3hkRUMuV1nMI7uMC772awGWNc/edit?usp=sharing">https://docs.google.com/document/d/1VA3Ok7vQzcJgxLxoe3hkRUMuV1nMI7uMC772awGWNc/edit?usp=sharing</a> <b>Unit Rates:</b> <a href="https://docs.google.com/document/d/1epi4WtRCm516ysp2JgwH3K-FGnYWFen9klHttG_Vnn/edit?usp=sharing">https://docs.google.com/document/d/1epi4WtRCm516ysp2JgwH3K-FGnYWFen9klHttG_Vnn/edit?usp=sharing</a>
7	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Recognize and represent proportional relationships between quantities.			M07.A-R.1.1.2	Proportional Relationships	decrease, Distance, Dividend, Divisor, Equally likely, Equidistant, Equilateral triangle, Factor, Grouping Symbols, Independent event, Integers, Isosceles triangle, Likely event, Linear expression, Numerical Magnitude, Expressions, Negative, Obtuse triangle	B Unit 1, Lesson 2 B Unit 1, Lesson 3 B Unit 1, Lesson 4	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Proportional Relationships:</b> <a href="https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing">https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing</a>	
7	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Use proportional relationships to solve multistep ratio and percent problems.			M07.A-R.1.1.3	Unit Rate and Constant of Proportionality		B Unit 1, Lesson 6 B Unit 1, Lesson 3	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Graphing Proportions</b> <a href="https://docs.google.com/document/d/1xAevnWlquRxC7LbW0AFNy26dID4SYMNzKpALBsGLQtM/edit?usp=sharing">https://docs.google.com/document/d/1xAevnWlquRxC7LbW0AFNy26dID4SYMNzKpALBsGLQtM/edit?usp=sharing</a>	
7	Patterns exhibit relationships that can be extended, described, and generalized.	How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations?					M07.A-R.1.1.4	Proportional Relationships		B Unit 1, Lesson 7 B Unit 1, Lesson 8	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Proportional Relationships:</b> <a href="https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing">https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing</a>	
7		What does it mean to estimate or analyze numerical quantities?					M07.A-R.1.1.5	Proportional Relationships		B Unit 1, Lesson 9	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Proportional Relationships:</b> <a href="https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing">https://docs.google.com/document/d/1g1dy-fGDjQIGoV8-g9OHF-Cm1g0Bjpg7QgfxLtnEAFU/edit?usp=sharing</a>	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
7		What makes a tool and/or strategy appropriate for a given task?						M07.A-R.1.1.6	Percents Ratios and Proportions	Opposites, Order of Operations, Origin, Outcome, Percent increase and Population, Positive, Probability, Process of chance, Product, Proportion, Quotient, Random sample, Rational Numbers, Reciprocal, Relative frequency, Repeating decimal, Scale drawing, Scalene triangle, Terminating Decimal, Terms, Variable, Variable Expressions, Variable Terms	B Unit 1, Lesson 6 B Unit 1, Lesson 7 B Unit 1, Lesson 8 B Unit 1, Lesson 10 B Unit 1, Lesson 11 B Unit 1, Lesson 13 B Unit 2, Lesson 2 B Unit 2, Lesson 3 B Unit 2, Lesson 4 B Unit 2, Lesson 5 B Unit 2, Lesson 7	Formula Sheet Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Ratios:</b> <a href="https://docs.google.com/document/d/1JhN0zO2gSarXBzzXUgn2paHxdWQPqFgCUdgYjTgQQ040/edit?usp=sharing">https://docs.google.com/document/d/1JhN0zO2gSarXBzzXUgn2paHxdWQPqFgCUdgYjTgQQ040/edit?usp=sharing</a> <b>Percents, Fractions, and Decimals:</b> <a href="https://docs.google.com/document/d/13rZd80PytfiWMuyzX2jAYSobjPocl43x-Rm0BUU0Uw/edit?usp=sharing">https://docs.google.com/document/d/13rZd80PytfiWMuyzX2jAYSobjPocl43x-Rm0BUU0Uw/edit?usp=sharing</a> <b>Percent of Increase or Decrease:</b> <a href="https://docs.google.com/document/d/1ebC6_HD4wcD_5TbrVHygU6z1KoCwkvKZuIlFHhrXNH4/edit?usp=sharing">https://docs.google.com/document/d/1ebC6_HD4wcD_5TbrVHygU6z1KoCwkvKZuIlFHhrXNH4/edit?usp=sharing</a> <b>Percent Error:</b> <a href="https://docs.google.com/document/d/1oJwZ5AH-H2z4VGPWWIKvjdnTezIGiHeqSd_1qdX8xts/edit?usp=sharing">https://docs.google.com/document/d/1oJwZ5AH-H2z4VGPWWIKvjdnTezIGiHeqSd_1qdX8xts/edit?usp=sharing</a>
7		How can recognizing repetition or regularity assist in solving problems more efficiently?											
7	Mathematical relationships among numbers can be represented, compared, and communicated.	How can mathematics support effective communication?	Rational Numbers	Solve real-world and mathematical problems involving the four operations with rational numbers.	CC.2.1.7.E.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>		M07.A-N.1.1.1	Add and Subtract Rational Numbers Real World Problems with Rational Numbers		A Unit 1, Lesson 1 A Unit 1, Lesson 2 A Unit 1, Lesson 3 A Unit 1, Lesson 4 A Unit 1, Lesson 5 A Unit 1, Lesson 7 A Unit 1, Lesson 8 A Unit 1, Lesson 9	Highlighting text (key terms)	<b>Word Problems with Rational Numbers:</b> <a href="https://docs.google.com/document/d/1RjBUIPYt6_-ALYzVR3c0vtb2NeXIYnOITN2u-kzsK8/edit?usp=sharing">https://docs.google.com/document/d/1RjBUIPYt6_-ALYzVR3c0vtb2NeXIYnOITN2u-kzsK8/edit?usp=sharing</a>
7	Mathematical relationships can be represented as inequalities in mathematical situations.	How are relationships represented mathematically?						M07.A-N.1.1.2	Add and Subtract Rational Numbers		A Unit 1, Lesson 1 A Unit 1, Lesson 2 A Unit 1, Lesson 3 A Unit 1, Lesson 4 A Unit 1, Lesson 5 A Unit 1, Lesson 7 A Unit 1, Lesson 8 A Unit 1, Lesson 9 A Unit 1, Lesson 10 A Unit 2, Lesson 10 A Unit 3, Lesson 4 A Unit 3, Lesson 5 A Unit 3, Lesson 7 A Unit 3, Lesson 8 A Unit 4, Lesson 1 A Unit 4, Lesson 2 A Unit 4, Lesson 3	Manipulatives: Number Lines mnemonic device: KCC (Keep, Change, Change) Modified tests Study Guide	<b>Subtracting Integers with Like and Unlike Signs:</b> <a href="https://docs.google.com/document/d/1csn_uX7uMgyZz87PYBGuTpbIBNgrk7QGJOkoA6dzyc/edit?usp=sharing">https://docs.google.com/document/d/1csn_uX7uMgyZz87PYBGuTpbIBNgrk7QGJOkoA6dzyc/edit?usp=sharing</a> <b>Adding Rational Numbers:</b> <a href="https://docs.google.com/document/d/1WDBxt5U-9ocwK0qS50PPE714LD9tVYywnyS8e-dOc/edit?usp=sharing">https://docs.google.com/document/d/1WDBxt5U-9ocwK0qS50PPE714LD9tVYywnyS8e-dOc/edit?usp=sharing</a> <b>Subtracting Rational Numbers:</b> <a href="https://docs.google.com/document/d/1cjs5nVc1Xfvp3rFWlc1ACrfmjOiNofgRC9B0bsT4C0/edit?usp=sharing">https://docs.google.com/document/d/1cjs5nVc1Xfvp3rFWlc1ACrfmjOiNofgRC9B0bsT4C0/edit?usp=sharing</a> <b>Subtracting Rational Numbers Day 2:</b> <a href="https://docs.google.com/document/d/1OziEuNbnO_mxkQ3a8wGVu_u9mKNUEPawF9t-Mr8vxx/edit?usp=sharing">https://docs.google.com/document/d/1OziEuNbnO_mxkQ3a8wGVu_u9mKNUEPawF9t-Mr8vxx/edit?usp=sharing</a>

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7	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations?						M07.A-N.1.1.3	Multiply and Divide Rational Numbers Real World Problems with Rational Numbers Convert Fractions to Decimals		A Unit 2, Lesson 1 A Unit 2, Lesson 2 A Unit 2, Lesson 3 A Unit 2, Lesson 4 A Unit 2, Lesson 5 A Unit 2, Lesson 6 A Unit 2, Lesson 7 A Unit 2, Lesson 8 A Unit 2, Lesson 10 A Unit 2, Lesson 12 A Unit 3, Lesson 1 A Unit 3, Lesson 2 A Unit 3, Lesson 4 A Unit 3, Lesson 5 A Unit 3, Lesson 7 A Unit 3, Lesson 8 A Unit 4, Lesson 1 A Unit 4, Lesson 2 A Unit 4, Lesson 3	mnemonic device: Keep, Change, Flip	<b>Multiplying Integers, Fractions, and Decimals</b> <a href="https://docs.google.com/document/d/1yD7jp3tNgRNpBQOBC_EA2R708bgWCaROD8hPXfMNMCE/edit?usp=sharing">https://docs.google.com/document/d/1yD7jp3tNgRNpBQOBC_EA2R708bgWCaROD8hPXfMNMCE/edit?usp=sharing</a>  <b>Multiplying Rational Numbers:</b> <a href="https://docs.google.com/document/d/1GWpSyWllgD6iQUjivSyTBsAvl5-1L2e92xJ7S7Keqwl/edit?usp=sharing">https://docs.google.com/document/d/1GWpSyWllgD6iQUjivSyTBsAvl5-1L2e92xJ7S7Keqwl/edit?usp=sharing</a>  <b>Dividing with Integers:</b> <a href="https://docs.google.com/document/d/11DVB9EbThuZtaqGzoTlz1tPu0qnELwsLZNojqG5cOp8/edit?usp=sharing">https://docs.google.com/document/d/11DVB9EbThuZtaqGzoTlz1tPu0qnELwsLZNojqG5cOp8/edit?usp=sharing</a>  <b>Dividing Fractions:</b> <a href="https://docs.google.com/document/d/1QgChyqnGnFq5OrXng8FxwoJGJp91zqIVWRHc473HzmQ/edit?usp=sharing">https://docs.google.com/document/d/1QgChyqnGnFq5OrXng8FxwoJGJp91zqIVWRHc473HzmQ/edit?usp=sharing</a>  <b>Multiplying and Dividing with Rational Numbers:</b> <a href="https://docs.google.com/document/d/1xHWfZdva7kiafQVrk87mYl8ISuFeoOuT">https://docs.google.com/document/d/1xHWfZdva7kiafQVrk87mYl8ISuFeoOuT</a>
7	Data can be modeled and used to make inferences.	What does it mean to estimate or analyze numerical quantities?											
7		What makes a tool and/or strategy appropriate for a given task?											
7		How can recognizing repetition or regularity assist in solving problems more efficiently?											
7	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Algebraic Expressions	Apply properties of operations to generate equivalent expressions.	CC.2.2.7.B.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>		M07.B-E.1.1.1	Equivalent Expressions		A Unit 4, Lesson 6 A Unit 4, Lesson 8 A Unit 4, Lesson 9 B Unit 1, Lesson 2 B Unit 1, Lesson 3 B Unit 1, Lesson 4 B Unit 1, Lesson 5	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Equivalent Expressions</b> <a href="https://docs.google.com/document/d/1OIsFPsQ22AIHgdRT3fqRG1rWC8xKPqs6HmCvb0PlvzA/edit?usp=sharing">https://docs.google.com/document/d/1OIsFPsQ22AIHgdRT3fqRG1rWC8xKPqs6HmCvb0PlvzA/edit?usp=sharing</a>  <b>Expressions and Equations</b> <a href="https://docs.google.com/document/d/1NQL_MqwT94yksiZPuAzj744jYLNi51QLu3ZBUmy3r8A/edit?usp=sharing">https://docs.google.com/document/d/1NQL_MqwT94yksiZPuAzj744jYLNi51QLu3ZBUmy3r8A/edit?usp=sharing</a>
7	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How are relationships represented mathematically?									A Unit 4, Lesson 5		<b>Property of Equality</b> <a href="https://docs.google.com/document/d/19oYwE-zXTTetNoKjrb5Hp0g7wouF7ql-DBiJT_35e4/edit?usp=sharing">https://docs.google.com/document/d/19oYwE-zXTTetNoKjrb5Hp0g7wouF7ql-DBiJT_35e4/edit?usp=sharing</a>
7	Patterns exhibit relationships that can be extended, described, and generalized.	How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?											
7		How can recognizing repetition or regularity assist in solving problems more efficiently?											

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7	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Algebraic Equations	Model and solve real world and mathematical problems using multiple representations such as algebraic, graphical and using tables.	CC.2.2.7.B.3	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		M07.B-E.2.1.1	Multi-Step Problems and Estimation		A Unit 1, Lesson 2 A Unit 1, Lesson 4 A Unit 1, Lesson 5 A Unit 1, Lesson 9 A Unit 2, Lesson 10 A Unit 3, Lesson 12 A Unit 3, Lesson 13 A Unit 4, Lesson 2 A Unit 4, Lesson 3 A Unit 4, Lesson 5 A Unit 4, Lesson 6 A Unit 4, Lesson 7 A Unit 4, Lesson 8 A Unit 5, Lesson 2 A Unit 5, Lesson 3 A Unit 5, Lesson 4 A Unit 5, Lesson 5	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Problem Solving Linear Equations</b> <a href="https://docs.google.com/document/d/1u8kwqaMpoYZLem5s_fbV0JLkanVEC0LaBz32rngbaNA/edit?usp=sharing">https://docs.google.com/document/d/1u8kwqaMpoYZLem5s_fbV0JLkanVEC0LaBz32rngbaNA/edit?usp=sharing</a>	
7	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Solve multi-step equations or inequalities with one variable.					M07.B-E.2.2.1	Linear Equations		A Unit 5, Lesson 7 A Unit 5, Lesson 8 A Unit 5, Lesson 9 A Unit 5, Lesson 13 A Unit 5, Lesson 14 A Unit 5, Lesson 15 B Unit 1, Lesson 6 B Unit 1, Lesson 7 B Unit 1, Lesson 9 B Unit 1, Lesson 10 B Unit 1, Lesson 11	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Adding and Subtracting Linear Equations</b> <a href="https://docs.google.com/document/d/1KPaRzVeK6XFBADy3d2_ivdyf4NfQT2MSdFQHNS5wBc/edit?usp=sharing">https://docs.google.com/document/d/1KPaRzVeK6XFBADy3d2_ivdyf4NfQT2MSdFQHNS5wBc/edit?usp=sharing</a>
7	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	How are relationships represented mathematically?		Solve and interpret multi-step real life and mathematical problems posed with positive and negative rational numbers.					M07.B-E.2.2.2	Linear Inequalities		A Unit 6, Lesson 1 A Unit 6, Lesson 2 A Unit 6, Lesson 4 A Unit 6, Lesson 5 A Unit 6, Lesson 7 B Unit 1, Lesson 12 B Unit 1, Lesson 13	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes	<b>Linear Inequalities</b> <a href="https://docs.google.com/document/d/1Wjj99VKuBjjeoYvjSxMkdPvT5LvQ35mjFMQ7-slvwGA/edit?usp=sharing">https://docs.google.com/document/d/1Wjj99VKuBjjeoYvjSxMkdPvT5LvQ35mjFMQ7-slvwGA/edit?usp=sharing</a> <b>Solving Linear Inequalities</b> <a href="https://docs.google.com/document/d/1z3pwaQ2SrUjC_PVMAaSwmVzQaawQjoxNerZchz8H7Hc/edit?usp=sharing">https://docs.google.com/document/d/1z3pwaQ2SrUjC_PVMAaSwmVzQaawQjoxNerZchz8H7Hc/edit?usp=sharing</a>
7	Data can be modeled and used to make inferences.	How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?								M07.B-E.2.3.1	Multi-Step Problems and Estimation		A Unit 1, Lesson 3 A Unit 1, Lesson 4 A Unit 1, Lesson 5 A Unit 1, Lesson 7 A Unit 1, Lesson 8 A Unit 1, Lesson 9 A Unit 2, Lesson 1 A Unit 2, Lesson 2 A Unit 2, Lesson 3 A Unit 2, Lesson 4 A Unit 2, Lesson 5 A Unit 2, Lesson 6 A Unit 2, Lesson 7 A Unit2, Lesson 8 A Unit 3, Lesson 7 A Unit 3, Lesson 8  **Most lessons incorporate a real world application section that can be used to address this standard	Small group question/answer highlighting/labeling chunking information read aloud extended time vocabulary building notes

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7		How can data be organized and represented to provide insight into the relationship between quantities?													
7		How does the type of data influence the choice of display?													
7		How can probability and data analysis be used to make predictions?													
7	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Area, Volume, Angles, and Circumference	Use properties of angle types and properties of angles formed when two parallel lines are cut by a transversal line to solve problems.	CC.2.3.7.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		M07.C-G.2.1.1	Angle Relationships		B Unit 3, Lesson 4	formula sheet completed examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Angle Pairs:</b> <a href="https://docs.google.com/document/d/1QFGCjf4b4aT05HeGyCSio6zv9LNPVs92z1kQOBYzxsU/edit?usp=sharing">https://docs.google.com/document/d/1QFGCjf4b4aT05HeGyCSio6zv9LNPVs92z1kQOBYzxsU/edit?usp=sharing</a>		
7	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?		Solve problems involving area and circumference of a circle(s).					M07.C-G.2.1.2	Angle Relationships Angles Formed by Parallel Lines		B Unit 3, Lesson 6 B Unit 3, Lesson 7 B Unit 3, Lesson 8 B Unit 3, Lesson 9 B Unit 3, Lesson 10	formula sheet completed examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Angles Formed by Parallel Lines:</b> <a href="https://docs.google.com/document/d/1Zq0Zu8Djw5eYF01AsSPFKjOCFeBQBx2hY9L8JDJ5SU8/edit?usp=sharing">https://docs.google.com/document/d/1Zq0Zu8Djw5eYF01AsSPFKjOCFeBQBx2hY9L8JDJ5SU8/edit?usp=sharing</a>	
7		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?		Solve mathematical problems involving area, volume and surface area of two- and three-dimensional objects.						M07.C-G.2.2.1	Circles		B Unit 3, Lesson 6 B Unit 3, Lesson 7 B Unit 3, Lesson 8 B Unit 3, Lesson 9 B Unit 3, Lesson 10 B Unit 3, Lesson 11 B Unit 3, Lesson 12 B Unit 4, Lesson 2 B Unit 4, Lesson 3 B Unit 4, Lesson 4 B Unit 4, Lesson 6 B Unit 4, Lesson 7 B Unit 4, Lesson 8 B Unit 4, Lesson 9	formula sheet completed/modeled examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Circles - Radius and Diameter:</b> <a href="https://docs.google.com/document/d/1sp2yisVtseCJTvpc4WzPPOk58rkxuaYTnwlGMcgUvU/edit?usp=sharing">https://docs.google.com/document/d/1sp2yisVtseCJTvpc4WzPPOk58rkxuaYTnwlGMcgUvU/edit?usp=sharing</a>

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7		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?						M07.C-G.2.2.2	Area, Surface Area, and Volume		B Unit 3, Lesson 6 B Unit 3, Lesson 7 B Unit 3, Lesson 8 B Unit 3, Lesson 9 B Unit 3, Lesson 10 B Unit 3, Lesson 11 B Unit 3, Lesson 12 B Unit 4, Lesson 2 B Unit 4, Lesson 3 B Unit 4, Lesson 4 B Unit 4, Lesson 6 B Unit 4, Lesson 7 B Unit 4, Lesson 8 B Unit 4, Lesson 9	read aloud illustrations for vocabulary video to demonstrate and define surface area of a cube and rectangular prism virtual online graph paper model formulas with sample problems and illustrations break out rooms for one-on-one assistance manipulatives	<b>Surface Area - Cube and Rectangular Prism</b> <a href="https://docs.google.com/document/d/19Nqxqg23isTt2s6bjp-UMiTFLBjne8txgx0UdyEN7tw/edit?usp=sharing">https://docs.google.com/document/d/19Nqxqg23isTt2s6bjp-UMiTFLBjne8txgx0UdyEN7tw/edit?usp=sharing</a> <b>Surface Area - Complex Solids</b> <a href="https://docs.google.com/document/d/1riFrg_jQypUnh3ebqfbtG3j3bNTPEC6yTfKfamRva_A/edit?usp=sharing">https://docs.google.com/document/d/1riFrg_jQypUnh3ebqfbtG3j3bNTPEC6yTfKfamRva_A/edit?usp=sharing</a> <b>Volume:</b> <a href="https://docs.google.com/document/d/176OeUERTgUUsZNI5KHTVGcM72lm8oRyKgd8VHnM9Aos/edit?usp=sharing">https://docs.google.com/document/d/176OeUERTgUUsZNI5KHTVGcM72lm8oRyKgd8VHnM9Aos/edit?usp=sharing</a> <b>Volume - Complex Solids</b> <a href="https://docs.google.com/document/d/1_U0RfQM7bpL50ITxchNaoQQO1Pkwc1JojgVhooJnZONY/edit?usp=sharing">https://docs.google.com/document/d/1_U0RfQM7bpL50ITxchNaoQQO1Pkwc1JojgVhooJnZONY/edit?usp=sharing</a>
7		How can geometric properties and theorems be used to describe, model, and analyze situations?											
7	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Geometric Figures	Solve problems involving scale drawings of geometric figures.	CC.2.3.7.A.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>		M07.C-G.1.1.1	Scale Drawings		B Unit 1, Lesson 10 B Unit 1, Lesson 11	formula sheet completed examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Scale Drawings - Day 1</b> <a href="https://docs.google.com/document/d/1CxVnl2Yjs6jCmGT5CYp3SowGkOqFuCYbI_4_5Mo7uBo/edit?usp=sharing">https://docs.google.com/document/d/1CxVnl2Yjs6jCmGT5CYp3SowGkOqFuCYbI_4_5Mo7uBo/edit?usp=sharing</a>
7	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?		Apply the properties of all types of triangles based on angle and side measure including the triangle inequality theorem.				M07.C-G.1.1.2	Triangles		B Unit 3, Lesson 1 B Unit 3, Lesson 2 B Unit 3, Lesson 3	formula sheet completed examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Triangles:</b> <a href="https://docs.google.com/document/d/12JXw8_M2-t2WYjs-sEEeFettiFmc7k49XyD0-hRnUEg/edit?usp=sharing">https://docs.google.com/document/d/12JXw8_M2-t2WYjs-sEEeFettiFmc7k49XyD0-hRnUEg/edit?usp=sharing</a>
7		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?		Describe the two-dimensional figures that result from slicing three-dimensional figures.				M07.C-G.1.1.3	Triangles		B Unit 3, Lesson 1 B Unit 3, Lesson 2 B Unit 3, Lesson 3 B Unit 4, Lesson 1	formula sheet completed examples study guides videos review practice problems small groups read aloud limited answer choices	<b>Triangles:</b> <a href="https://docs.google.com/document/d/12JXw8_M2-t2WYjs-sEEeFettiFmc7k49XyD0-hRnUEg/edit?usp=sharing">https://docs.google.com/document/d/12JXw8_M2-t2WYjs-sEEeFettiFmc7k49XyD0-hRnUEg/edit?usp=sharing</a>

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7		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?						M07.C-G.1.1.4	Three-Dimensional Cross Sections		B Unit 4, Lesson 1	manipulatives	<b>Slice Solids:</b> <a href="https://docs.google.com/document/d/1Lv-mS46x_z_ioR2HHJ96A1Cdfmva2EwnqGcrrSOT79M/edit?usp=sharing">https://docs.google.com/document/d/1Lv-mS46x_z_ioR2HHJ96A1Cdfmva2EwnqGcrrSOT79M/edit?usp=sharing</a>
7		How can geometric properties and theorems be used to describe, model, and analyze situations?											
7	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Data, Distributions, and Random Sampling	Draw inferences about two populations based on random sampling concepts.	CC.2.4.7.B.1			M07.D-S.1.1.1	Sampling Analysis		B Unit 5, Lesson 1 B Unit 5, Lesson 2 B Unit 5, Lesson 3 B Unit 6, Lesson 12	Vocabulary Building extra resources one on one assistance	<b>Sampling</b> <a href="https://docs.google.com/document/d/1lXeWb9_COMpm-DUnyN-BoLZN1myXNIPkgBRAU4OOkK0/edit?usp=sharing">https://docs.google.com/document/d/1lXeWb9_COMpm-DUnyN-BoLZN1myXNIPkgBRAU4OOkK0/edit?usp=sharing</a> <b>Sampling Analysis</b> <a href="https://docs.google.com/document/d/13A1-Tn_yHc-">https://docs.google.com/document/d/13A1-Tn_yHc-</a>
7	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	What makes a tool and/or strategy appropriate for a given task?		Determine and approximate relative frequencies and probabilities of events.	CC.2.4.7.B.2			M07.D-S.1.1.2	Sampling Analysis		B Unit 5, Lesson 1 B Unit 5, Lesson 2 B Unit 5, Lesson 3 B Unit 6, Lesson 1 B Unit 6, Lesson 2 B Unit 6, Lesson 3 B Unit 6, Lesson 4 B Unit 6, Lesson 6 B Unit 6, Lesson 7 B Unit 6, Lesson 8	Vocabulary Building extra resources one on one assistance	<b>Measure of Center</b> <a href="https://docs.google.com/document/d/1LGg4aAWGnz7W-4AE15vsL0t57_dDs0MgvQoVlt2vm08/edit?usp=sharing">https://docs.google.com/document/d/1LGg4aAWGnz7W-4AE15vsL0t57_dDs0MgvQoVlt2vm08/edit?usp=sharing</a> <b>Draw Inferences from Samples 1</b> <a href="https://docs.google.com/document/d/16DDi1cNs85x25w-yrR43ngqfCljtjTgIOInCbWPepNIQ/edit?usp=sharing">https://docs.google.com/document/d/16DDi1cNs85x25w-yrR43ngqfCljtjTgIOInCbWPepNIQ/edit?usp=sharing</a>
7	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?		Draw informal comparative inferences about two populations using measures of center and measures of variability.				M07.D-S.2.1.1	Compare Data Sets		B Unit 5, Lesson 1 B Unit 5, Lesson 2 B Unit 5, Lesson 5 B Unit 5, Lesson 7	flash cards extra resources	<b>Measure of Variability</b> <a href="https://docs.google.com/document/d/1ucT7zmiQyug8VBk_flfXISse0EyRpu4GkyLk6lvkfD0/edit?usp=sharing">https://docs.google.com/document/d/1ucT7zmiQyug8VBk_flfXISse0EyRpu4GkyLk6lvkfD0/edit?usp=sharing</a> <b>Draw Inferences from Samples 2</b> <a href="https://docs.google.com/document/d/11tB0i5a_bW-jp4EG_3csnm8EewPlijHEku_bG9iVaOo/edit?usp=sharing">https://docs.google.com/document/d/11tB0i5a_bW-jp4EG_3csnm8EewPlijHEku_bG9iVaOo/edit?usp=sharing</a> <b>Multiple Samples from a Population</b> <a href="https://docs.google.com/document/d/17089kaD-0se09mL7M1EskO2UKQUMgOh4JBdJrfRkT2g/edit?usp=sharing">https://docs.google.com/document/d/17089kaD-0se09mL7M1EskO2UKQUMgOh4JBdJrfRkT2g/edit?usp=sharing</a> <b>Compare Line Plots</b> <a href="https://docs.google.com/document/d/12JpxMxa0g9iTkEiEviRs7e9cafcDTDQ04D-DvfwearLE/edit?usp=sharing">https://docs.google.com/document/d/12JpxMxa0g9iTkEiEviRs7e9cafcDTDQ04D-DvfwearLE/edit?usp=sharing</a>
7		How does the type of data influence the choice of display?											
7		How can probability and data analysis be used to make predictions?											

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List		
7	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What makes a tool and/or strategy appropriate for a given task?	Probability	Find probabilities of independent compound events.	CC.2.4.7.B.3	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		M07.D-S.3.1.1	Understanding Probability		B Unit 6, Lesson 1 B Unit 6, Lesson 2 B Unit 6, Lesson 3 B Unit 6, Lesson 4 B Unit 6, Lesson 6 B Unit 6, Lesson 7 B Unit 6, Lesson 8	Vocabulary Building extra resources one on one assistance	<b>Understanding Probability</b> <a href="https://docs.google.com/document/d/1teXsR7P-H9PWP6zFUZQ2v6cwW8WL6x6C1atTN5f1ur8/edit?usp=sharing">https://docs.google.com/document/d/1teXsR7P-H9PWP6zFUZQ2v6cwW8WL6x6C1atTN5f1ur8/edit?usp=sharing</a>		
7	Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.	In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?		Predict the approximate relative frequency given the probability.					M07.D-S.3.2.1	Approximate Probability		B Unit 5, Lesson 2 B Unit 5, Lesson 3 B Unit 5, Lesson 4 B Unit 5, Lesson 5 B Unit 5, Lesson 6 B Unit 5, Lesson 7	Vocabulary Building extra resources one on one assistance	<b>Approximate Probability</b> <a href="https://docs.google.com/document/d/103iSrgeOVfACRzzUNgkloKgnaPbnUJ46PK8sPzDq0aw/edit?usp=sharing">https://docs.google.com/document/d/103iSrgeOVfACRzzUNgkloKgnaPbnUJ46PK8sPzDq0aw/edit?usp=sharing</a>	
7	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	How can data be organized and represented to provide insight into the relationship between quantities?		Find the probability of a simple event, including the probability of a simple event not occurring.						M07.D-S.3.2.2	Probability of Simple Events		B Unit 6, Lesson 2 B Unit 6, Lesson 3 B Unit 6, Lesson 4 B Unit 6, Lesson 5 B Unit 6, Lesson 6 B Unit 6, Lesson 7	Vocabulary Building extra resources one on one assistance	<b>Probability of Simple Events</b> <a href="https://docs.google.com/document/d/1Qqgb-XFINwSkBTG_5thnBaTq4OF3yl_ZMDPhFnZZXcg/edit?usp=sharing">https://docs.google.com/document/d/1Qqgb-XFINwSkBTG_5thnBaTq4OF3yl_ZMDPhFnZZXcg/edit?usp=sharing</a>
7	Data can be modeled and used to make inferences.	How can probability and data analysis be used to make predictions?								M07.D-S.3.2.3	Compound Events		B Unit 6, Lesson 9 B Unit 6, Lesson 10 B Unit 6, Lesson 11	Vocabulary Building extra resources one on one assistance	<b>Compound Events</b> <a href="https://docs.google.com/document/d/1cx_KaCL4urVCa6dFtgRTj23J5EBCdUufkA3PB1aM4Rl/edit?usp=sharing">https://docs.google.com/document/d/1cx_KaCL4urVCa6dFtgRTj23J5EBCdUufkA3PB1aM4Rl/edit?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List		
8	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Rational Numbers and Irrational Numbers	Distinguish between rational and irrational numbers using their properties.	CC.2.1.8.E.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	M08.A-N.1.1.1	Rational Numbers Irrational Numbers & Approximations	* Base * Bivariate data * Clustering * Coefficient * Cone * Congruence	B Unit 5, Lesson 2 B Unit 5, Lesson 4	* Articulating a task/restating * Question and answer * Student-led discussion * Timed Activity * Breakout room use	<a href="#">Math 8 Rational Irrational Numbers</a> <a href="#">Number Sets M08.A-N.1.1.1</a>	<a href="#">Math 8 Rational Irrational Numbers and Exponents and Roots M08.A-N.1.1.1</a>	
8	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Convert a terminating or repeating decimal into a rational number.	CC.2.1.8.E.4	PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		M08.A-N.1.1.2	Rational Numbers	* Congruent figures * Cube root * Cylinder * Dilations * Exponent * Function * Initial Value * Irrational number * Line of best fit * Linear association * Linear equation * Linear Function * Linear Relationship * Negative correlation * Non-Linear association * Origin * Outlier	B Unit 5, Lesson 3	* Extend and apply learning * Flipped learning * Video to supplement learning * Articulating a task/restating * Question and answer * Timed activity * Breakout room use * Collaborative peer teaching * Reciprocal teaching * Student-led discussion	<a href="#">Math 8 Rational Numbers</a> <a href="#">Conversions M08.A-N.1.1.2</a>		
8	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	How are relationships represented mathematically?		Use rational approximations of irrational numbers to compare the size of irrational numbers				M08.A-N.1.1.3	Irrational Numbers & Approximations	* Perfect cube * Perfect square * Positive correlation * Pythagorean theorem * Rate of change * Rational number	B Unit 5, Lesson 4 B Unit 5, Lesson 5	* Flipped learning * Video to supplement learning	<a href="#">Math 8 Irrational Numbers &amp; Approximations</a> <a href="#">Estimating Square Roots M08.A-N.1.1.3</a>	<a href="#">Math 8 Estimating Square Roots M08.A-N.1.1.3</a>	
8	Patterns exhibit relationships that can be extended, described, and generalized.	How can expressions, equations and inequalities be used to quantify, solve, model and/or analyze mathematical situations?						M08.A-N.1.1.4	Irrational Numbers & Approximations	* Reflection * Relation * Recurring Value * Rotation * Scatterplot * Scientific notation * Similarity	B Unit 5, Lesson 5	* Flipped learning * Brainstorming * Breakout room use * Collaborative peer teaching * Collaborative group work	<a href="#">Math 8 Irrational Numbers &amp; Approximations</a> <a href="#">Estimating Square Roots M08.A-N.1.1.4</a>	<a href="#">Math 8 Compare &amp; Order Real Numbers M08.A-N.1.1.4</a>	
8		What does it mean to estimate or analyze numerical quantities?						M08.A-N.1.1.5	Rational Numbers Irrational Numbers & Approximations	* Simultaneous linear equations * Slope * Sphere * Square root * System of Equations	B Unit 5, Lesson 2 B Unit 5, Lesson 3 B Unit 5, Lesson 4 B Unit 5, Lesson 5 B Unit 5, Lesson 6	* Flipped learning * Breakout room use * Game-based learning * Goal setting	<a href="#">Math 8 Irrational Numbers &amp; Approximations</a> <a href="#">Estimating Square Roots M08.A-N.1.1.5</a>		
8		What makes a tool and/or strategy appropriate for a given task?								* Transformation * Translation * Two-way table * x- intercept * y-intercept				<a href="#">Math 8 Estimating Square Roots M08.A-N.1.1.5</a>	
8		How can patterns be used to describe relationships in mathematical situations?												<a href="#">Math 8 Compare &amp; Order Real Numbers M08.A-N.1.1.5</a>	
8	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Expressions	Apply concepts of integer exponents to generate equivalent expressions.	CC.2.2.8.B.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and</b>		Standard Area - ELD 16.3.6-8 Proficiency Level 1: Entering: 16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	M08.B-E.1.1.1	Exponential Expressions		A Unit 1, Lesson 2 A Unit 1, Lesson 5 A Unit 1, Lesson 6	* Flipped learning * Video to supplement learning * Brainstorming	<a href="#">Math 8 Laws of Exponents M08.B-E.1.1.1</a>	

8				Use and evaluate square roots and cube roots to represent solutions to equations.		<p><b>Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b></p> <p>Proficiency Level 1: Entering: 16.3.6-8.1S Name math terms as depicted on flash cards. Proficiency Level 2: Emerging: 16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem. Proficiency Level 2: Emerging: 16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives. Proficiency Level 3: Developing: 16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives. Proficiency Level 3: Developing: 16.3.6-8.3S Explain the steps used to solve a visually supported math problem. Proficiency Level 4: Expanding: 16.3.6-8.4R Follow written directions to solve a multi-step problem based on models. Proficiency Level 4: Expanding: 16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner. Proficiency Level 5: Bridging: 16.3.6-8.5R Solve a multi-step problem working with a partner. Proficiency Level 5: Bridging: 16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.</p>	M08.B-E.1.1.2	Square and Cube Roots		B Unit 5, Lesson 6 B Unit 5, Lesson 7 B Unit 5, Lesson 8 B Unit 5, Lesson 9	* Flipped learning * Question and answer	<a href="#">Math 8 Square Roots and Cubes M08.B-E.1.1.2</a>		
8							M08.B-E.1.1.3	Understanding Scientific Notation		A Unit 1, Lesson 8 A Unit 1, Lesson 10 A Unit 1, Lesson 12	* Flipped learning * Timed activity * Student-led discussion * Guided practice * Direct instruction * Annotating text: numbering, highlighting, underlining, circling	<a href="#">Math 8 Multiply and Divide SN M08.B-E.1.1.3</a>		
8							M08.B-E.1.1.4	Computing with Scientific Notation		A Unit 1, Lesson 10 A Unit 1, Lesson 11 A Unit 1, Lesson 12	* Flipped learning * Annotating text: numbering, highlighting, underlining, circling * Direct instruction * Guided practice * Question and answer * Student-led discussion * Breakout room use * Timed activity	<a href="#">Math 8 Computing With Scientific Notation M08.B-E.1.1.4</a>	<a href="#">Math 8 Multiply and Divide SN M08.B-E.1.1.4</a>	
8	Mathematical relationships among numbers can be represented, compared, and communicated.	How can mathematics support effective communication?	Linear Equations	Analyze and describe linear relationships between two variables, using slope.	CC.2.2.8.B.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	M08.B-E.2.1.1	Proportional Relationships		A Unit 3, Lesson 3 A Unit 3, Lesson 4 A Unit 3, Lesson 5 A Unit 3, Lesson 10 A Unit 3, Lesson 11 A Unit 4, Lesson 7 B Unit 6, Lesson 6 B Unit 6, Lesson 7 B Unit 6, Lesson 9	* Flipped learning	<a href="#">Math 8 Slope Formula M08.B-E.2.1.1</a>	
8	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How are relationships represented mathematically?		Make connections between slope, lines and linear equations.	CC.2.2.8.B.3			M08.B-E.2.1.2	Graphs of Linear Equations		A Unit 3, Lesson 5 B Unit 4, Lesson 10 B Unit 4, Lesson 11 B Unit 4, Lesson 13 B Unit 4, Lesson 15	* Flipped learning * Video to supplement learning * Annotating text: numbering, highlighting, underlining, circling * Brainstorming * Breakout room use * Think Pair Share * Timed activity	<a href="#">Math 8 Graphs of Linear Equations Slope from a Graph M08.B-E.2.1.2</a>	<a href="#">Math 8 Graphs of Linear Equations Slope from a Graph Part 2M08.B-E.2.1.2</a>

8	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?		Interpret solutions to a linear equation and systems of two linear equations.				M08.B-E.2.1.3	Graphs of Linear Equations		A Unit 3, Lesson 7 A Unit 3, Lesson 8 A Unit 3, Lesson 9 A Unit 4, Lesson 5	<ul style="list-style-type: none"> <li>* Flipped learning</li> <li>* Webbing/mapping</li> <li>* Annotating text: numbering, highlighting, underlining, circling</li> <li>* Diagramming and labeling</li> <li>* Video to supplement learning</li> <li>* Breakout room use</li> <li>* Graphic organizer</li> <li>* Hands-on learning</li> <li>* Timed activity</li> <li>* Flexible/strategic grouping</li> <li>* Extend and apply learning</li> <li>* Question and answer</li> </ul>	<a href="#">Math 8 Graphs of Linear Equations Slope-Intercept Form M08.B-E.2.1.3</a>	
8	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?		Analyze, model and solve linear equations.				M08.B-E.3.1.1	Solutions to Linear Equations		A Unit 2, Lesson 11	<ul style="list-style-type: none"> <li>* Flipped learning</li> <li>* Collaborative peer teaching</li> <li>* Game-based learning</li> <li>* Annotating text: numbering, highlighting, underlining, circling</li> </ul>	<a href="#">Math 8 Solutions to Linear Equations w/ Variables on Both Sides M08.B-E.3.1.1 t7_P0DaTyGgaTSO HZGRw4aqP7N9Uvnc/edit?usp=sharing</a>	
8		How does the type of data influence the choice of display?		Analyze and solve pairs of simultaneous equations.				M08.B-E.3.1.2	Solving Linear Equations		A Unit 1, Lesson 3 A Unit 2, Lesson 2 A Unit 2, Lesson 3 A Unit 2, Lesson 4 A Unit 2, Lesson 5 A Unit 2, Lesson 7 A Unit 2, Lesson 8 A Unit 2, Lesson 10	<ul style="list-style-type: none"> <li>* Flipped learning</li> <li>* Annotating text: numbering, highlighting, underlining, circling</li> <li>* Direct instruction</li> <li>* Guided practice</li> <li>* Question and answer</li> <li>* Student-led discussion</li> </ul>	<a href="#">Math 8 Solving Linear Equations M08.B-E.3.1.218a9Sk9OPZwmKjCG6mCE1WS Owezts/edit?usp=sharing</a>	<a href="#">Math 8 Simplify Algebraic Equations M08.B-E.3.1.2</a>
8								M08.B-E.3.1.3	Solve Systems Graphically		A Unit 3, Lesson 2 A Unit 5, Lesson 2	<ul style="list-style-type: none"> <li>* Flipped learning</li> <li>* Timed activity</li> <li>* Question and answer</li> <li>* Vocabulary building, key terms</li> <li>* Extend and apply learning</li> <li>* Collaborative peer teaching</li> <li>* Breakout room use</li> <li>* Annotating text: numbering, highlighting, underlining, circling</li> </ul>	<a href="#">Math 8 Intro to Systems of Linear Equations M08.B-E.3.1.3</a>	<a href="#">Math 8 Solve Systems by Graphing M08.B-E.3.1.3</a>

8								M08.B-E.3.1.4	Solve Systems Graphically Solve Systems Algebraically		A Unit 5, Lesson 3 A Unit 5, Lesson 4 A Unit 5, Lesson 5 A Unit 5, Lesson 6	* Flipped learning * Annotating text: numbering, highlighting, underlining, circling * Breakout room use * Chunking * Flexible/strategic grouping * Video to supplement learning	<a href="#">Math 8 Intro to Systems of Linear Equations M08.B-E.3.1.4</a>	<a href="#">Math 8 Solve Systems by Graphing M08.B-E.3.1.4</a>
8								M08.B-E.3.1.5	Solve Systems Algebraically		A Unit 5, Lesson 7 A Unit 5, Lesson 9	* Flipped learning * Video to supplement learning * Flexible/strategic grouping * Breakout room use	<a href="#">Math 8 Solve Systems w/Substitution and Graphing M08.B-E.3.1.5</a>	<a href="#">Math 8 Solve Systems w/Elimination M08.B-E.3.1.5</a>
8	Mathematical relationships among numbers can be represented, compared, and communicated.	How is mathematics used to quantify, compare, represent, and model numbers?	Functions	Define, interpret, and compare functions displayed algebraically, graphically, numerically in tables, or by verbal descriptions.	CC.2.2.8.C.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	M08.B-F.1.1.1	Identify Functions		A Unit 6, Lesson 2 A Unit 6, Lesson 3	* Flipped learning * Breakout room use * Timed activity * Video to supplement learning * Game-based learning * Flexible/strategic grouping	<a href="#">Math 8 Identify Functions Relations M08.B-F.1.1.1</a>	
8	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical situations.	How can mathematics support effective communication?		Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.				M08.B-F.1.1.2	Compare Functions		A Unit 6, Lesson 9	* Flipped Learning	<a href="#">Math 8 Compare Functions M08.B-F.1.1.2</a>	<a href="#">Math 8 Compare Functions Notation M08.B-F.1.1.2</a>
8	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?			CC.2.2.8.C.2			M08.B-F.1.1.3	Linear vs. Nonlinear Functions		A Unit 6, Lesson 5 A Unit 6, Lesson 6 A Unit 6, Lesson 8	* Flipped learning * Brainstorming * Diagramming and labeling * Graphic organizer * Student-led discussion * Video to supplement learning * Timed activity	<a href="#">Math 8 Linear vs. NonLinear Functions M08.B-F.1.1.3</a>	
8	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?						M08.B-F.2.1.1	Linear Relationships		A Unit 3, Lesson 5 A Unit 6, Lesson 5 A Unit 6, Lesson 6 A Unit 6, Lesson 7	* Flipped learning * Study Sheet / Study Guides	<a href="#">Math 8 Linear Relationships Function Tables M08.B-F.2.1.1</a>	<a href="#">Math 8 Slope Formula M08.B-F.2.1.1</a>
8		How can probability and data analysis be used to make predictions?						M08.B-F.2.1.2	Describe Functions		A Unit 6, Lesson 8 A Unit 6, Lesson 9 A Unit 6, Lesson 11 A Unit 6, Lesson 12 A Unit 6, Lesson 13	* Flipped learning * Video to supplement learning	<a href="#">Math 8 Linear vs. NonLinear Functions M08.B-F.2.1.2</a>	

8	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Cylinders, Cones, and Spheres	Apply concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.	CC.2.3.8.A.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	M08.C-G.3.1.1	Volume		B Unit 3, Lesson 2 B Unit 3, Lesson 3 B Unit 3, Lesson 4 B Unit 3, Lesson 5 B Unit 3, Lesson 6 B Unit 3, Lesson 7 B Unit 3, Lesson 8	* Flipped learning	<a href="#">Math 8 Volume M08.C-G.3.1.1</a>	
8	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?											<a href="#">Math 8 Volume II M08.C-G.3.1.1</a>	
8		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?											<a href="#">Math 8 Volume III M08.C-G.3.1.1</a>	
8		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?											<a href="#">Math 8 Volume IV M08.C-G.3.1.1</a>	
8		How can geometric properties and theorems be used to describe, model, and analyze situations?			8.G.C.9			8.G.C.9					<a href="#">Math 8 Volume Project Coca-Cola Pool 8.G.C.9</a>	
8	Patterns exhibit relationships that can be extended, described, and generalized.	How can patterns be used to describe relationships in mathematical situations?	Congruence and Similarity	Use transformations to demonstrate congruence and similarity of geometric figures.	CC.2.3.8.A.2	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>	Standard Area - ELD 16.3.6-8 Proficiency Level 1: Entering: 16.3.6-8.1L Match two-dimensional shapes three dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases. Proficiency Level 2: Emerging: 16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions. Proficiency Level 3: Developing: 16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph. Proficiency Level 4: Expanding: 16.3.6-8.4L Match two dimensional shapes three dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g. volume, cube	M08.C-G.1.1.1	Rigid Transformations		B Unit 4, Lesson 2 B Unit 4, Lesson 3 B Unit 4, Lesson 4	* Flipped learning * Breakout room use * Flexible/strategic grouping * Graphic organizer * Hands-on learning * Manipulatives * Timed activity * Video to supplement learning * Vocabulary building, key terms	<a href="#">Math 8 Congruence M08.C-G.1.1.1</a>	<a href="#">Math 8 Rotations M08.C-G.1.1.1</a>
8	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can recognizing repetition or regularity assist in solving problems more efficiently?		Use various tools to understand and apply geometric transformations to geometric figures.				M08.C-G.1.1.2	Congruence		B Unit 4, Lesson 5 B Unit 4, Lesson 6	* Flipped learning * Diagramming and labeling * Graphic organizer * Manipulatives	<a href="#">Math 8 Translations M08.C-G.1.1.2</a>	<a href="#">Math 8 Rotations M08.C-G.1.1.2</a>

8		How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?					specific vocabulary (e.g. polygon, cube, tetrahedral). Proficiency Level 5: Bridging: 16.3.6-8.5L Select two dimensional shapes three-dimensional shapes after an oral description from a presentation to the whole class.	M08.C-G.1.1.3	Effects of Transformations		B Unit 4, Lesson 7 B Unit 4, Lesson 8 B Unit 4, Lesson 9 B Unit 4, Lesson 13	* Flipped learning * Annotating text: numbering, highlighting, underlining, circling * Breakout room use * Polling the class * Video to supplement learning * Brainstorming * Diagramming and labeling * Graphic Organizer * Flexible/strategic grouping	<a href="#">Math 8 Translations M08.C-G.1.1.3</a>	<a href="#">Math 8 Rotations M08.C-G.1.1.3</a>
8		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?						M08.C-G.1.1.4	Similarity		B Unit 4, Lesson 7 B Unit 4, Lesson 10 B Unit 4, Lesson 11 B Unit 4, Lesson 13 B Unit 4, Lesson 14	* Flipped learning	<a href="#">Math 8 Rotations M08.C-G.1.1.4</a>	<a href="#">Math 8 Dilations M08.C-G.1.1.4</a>
8		How can geometric properties and theorems be used to describe, model, and analyze situations?											<a href="#">Math 8 Multiple Congruent Transformations M08.C-G.1.1.4</a>	
8	Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repetition or regularity assist in solving problems more efficiently?	Pythagorean Theorem	Apply the Pythagorean Theorem and its converse to solve mathematical problems in two and three dimensions.	CC.2.3.8.A.3	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	M08.C-G.2.1.1	Pythagorean Theorem		B Unit 6, Lesson 3 B Unit 6, Lesson 4	* Flipped learning	<a href="#">Math 8 Pythagorean Theorem SI M08.C-G.2.1.1</a>	
8	Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?						M08.C-G.2.1.2	Pythagorean Theorem		B Unit 6, Lesson 2 B Unit 6, Lesson 4 B Unit 6, Lesson 7 B Unit 6, Lesson 8 B Unit 6, Lesson 9	* Flipped learning	<a href="#">Math 8 Pythagorean Theorem SI M08.C-G.2.1.2</a>	<a href="#">Math 8 More Distance M08.C-G.2.1.2</a>
8		How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?						M08.C-G.2.1.3	Distance		B Unit 6, Lesson 5	* Flipped learning	<a href="#">Math 8 Distance M08.C-G.2.1.3</a>	
8		How can geometric properties and theorems be used to describe, model, and analyze situations?											<a href="#">Math 8 More Distance M08.C-G.2.1.3</a>	

8	Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.	What does it mean to estimate or analyze numerical quantities?	Data and Distributions	Construct, analyze, and interpret bivariate data displayed in scatter plots.	CC.2.4.8.B.1	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<p>Standard Area - ELD 16.4.6-8</p> <p>Proficiency Level 1: Entering: 16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.</p> <p>Proficiency Level 2: Emerging: 16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.</p> <p>Proficiency Level 3: Developing: 16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn Diagram.</p> <p>Proficiency Level 4: Expanding: 16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.</p> <p>Proficiency Level 5: Bridging: 16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g. why a circle graph would be the best way to report the data) using class notes.</p>	M08.D-S.1.1.1	Scatter Plots		B Unit 1, Lesson 3 B Unit 1, Lesson 4 B Unit 1, Lesson 5	* Flipped learning * Video to supplement learning * Breakout room use * Game-based learning	<a href="#">Math 8 Scatter Plots M08.D-S.1.1.1</a>	<a href="#">Math 8 Scatter Plots and Lines of Best-Fit M08.D-S.1.1.1</a>
8	Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.	What makes a tool and/or strategy appropriate for a given task?		Identify and use linear models to describe bivariate measurement data.	CC.2.4.8.B.2	PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics.</b>		M08.D-S.1.1.2	Best-Fit Linear Models		B Unit 1, Lesson 6	* Flipped learning	<a href="#">Math 8 Best-Fit Linear Models M08.D-S.1.1.2</a>	
8	Data can be modeled and used to make inferences.	How can data be organized and represented to provide insight into the relationship between quantities?		Use frequencies to analyze patterns of association seen in bivariate data.				M08.D-S.1.1.3	Best-Fit Linear Models		A Unit 3, Lesson 5 A Unit 4, Lesson 2 A Unit 4, Lesson 3 A Unit 4, Lesson 5 A Unit 4, Lesson 6 B Unit 1, Lesson 6 B Unit 1, Lesson 7	* Flipped learning	<a href="#">Math 8 Best-Fit Linear Models M08.D-S.1.1.3</a>	
8		How does the type of data influence the choice of display?						M08.D-S.1.2.1	Two-Way Tables		B Unit 1, Lesson 2	* Flipped learning * Brainstorming * Generating and testing a hypothesis * Video to supplement learning * Extend and apply learning * Collaborative group work * Guided practice	<a href="#">Math 8 Two Way Tables M08.D-S.1.2.1</a>	
8		How can probability and data analysis be used to make predictions?												<a href="#">Math 8 More Two-Way Tables M08.D-S.1.2.1</a>

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Operations with Real Numbers and Expressions	A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).	A1.1.1.1.1 Compare and/or order any real numbers. Note: Rational and irrational may be mixed.	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Compare and Order Real Numbers	Unit: Operations with Real Numbers  Lesson: Comparing Rational Numbers	Rational Numbers, Opposites, and Absolute Value	Integers Opposite Rational numbers Whole numbers	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment	<a href="https://drive.google.com/file/d/1j1f1QCChihKazPMBBvD2a3Yn5M6bdRyG0/view?usp=sharing">https://drive.google.com/file/d/1j1f1QCChihKazPMBBvD2a3Yn5M6bdRyG0/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).	A1.1.1.1.1 Compare and/or order any real numbers. Note: Rational and irrational may be mixed.	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Simplify Square Roots	Unit: Operations with Real Numbers  Lesson: Simplifying Perfect Roots	Rational Numbers, Opposites, and Absolute Value	perfect square perfect root perfect nth power	Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction	<a href="https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing">https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).	A1.1.1.1.2 Simplify square roots (e.g., $\sqrt{24} = 2\sqrt{6}$ ).	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Simplify Square Roots	Unit: Operations with Real Numbers  Lesson: Simplifying Nonperfect Roots	Square Roots	nonperfect root quotient property of roots product property of roots radical denominator product factor	Simplify and break down abstract concepts Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction	<a href="https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing">https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.2 Apply number theory concepts to show relationships between real numbers in problemsolving settings.	A1.1.1.2.1 Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.	CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	GCF and LCM of Monomials	Unit: Operations with Real Numbers  Lesson: Prime Numbers and Prime Factorization	Factoring Special Products	prime number composite factor prime factorization	Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1Jb918uKRbVGMmRIS6XwYngDeKzvbNhxk/view?usp=sharing">https://drive.google.com/file/d/1Jb918uKRbVGMmRIS6XwYngDeKzvbNhxk/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.2 Apply number theory concepts to show relationships between real numbers in problemsolving settings.	A1.1.1.2.1 Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.	CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	GCF and LCM of Monomials	Unit: Operations with Real Numbers  Lesson: Factors and Multiples	Factoring Special Products	GCF LCM multiple relatively prime	Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1KBM5mJ50nHnWgYpcoikyFwYHDB9nSE/view?usp=sharing">https://drive.google.com/file/d/1KBM5mJ50nHnWgYpcoikyFwYHDB9nSE/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.	A1.1.1.3.1 Simplify/evaluate expressions involving properties/laws of exponents, roots, and/or absolute values to solve problems. Note: Exponents should be integers from -10 to 10	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems. CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Simplify and Evaluate Expressions	Unit: Operations with Real Numbers  Lesson: Simplifying Expressions	Exponents and Power Rules	Algebraic expression Variable Term Coefficient Constant Like terms Equivalent expressions	Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/11z22zrl7TNCt5bvehl4IR6MwMW8gGvw/view?usp=sharing">https://drive.google.com/file/d/11z22zrl7TNCt5bvehl4IR6MwMW8gGvw/view?usp=sharing</a>

ALG 1 Framework

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Operations with Real Numbers and Expressions	A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.	A1.1.1.3.1 Simplify/evaluate expressions involving properties/laws of exponents, roots, and/or absolute values to solve problems. Note: Exponents should be integers from -10 to 10	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems. CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Simplify and Evaluate Expressions	Unit: Operations with Real Numbers  Lesson: Powers and Exponents	Exponents and Power Rules	Expanded form Power Evaluate Base Exponent Simplify		<a href="https://drive.google.com/file/d/1w5BKLNL128X59qRR1K750hP00bo5e/view?usp=sharing">https://drive.google.com/file/d/1w5BKLNL128X59qRR1K750hP00bo5e/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.	A1.1.1.3.1 Simplify/evaluate expressions involving properties/laws of exponents, roots, and/or absolute values to solve problems. Note: Exponents should be integers from -10 to 11	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems. CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2S Identify steps in the order of operations with a small group. Proficiency Level 3: Developing: 16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g. add before you subtract in an algebraic equation). Proficiency Level 4: Expanding: 16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports. Proficiency Level 5: Bridging: 16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	Simplify and Evaluate Expressions	Unit: Operations with Real Numbers  Lesson: Zero and Negative Exponents	Exponents and Power Rules	Expanded form Power Evaluate Base Exponent Simplify		<a href="https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing">https://drive.google.com/file/d/1kf898GP--DsQOVb5mQw178npAkaY4pLI/view?usp=sharing</a>
	Operations with Real Numbers and Expressions	A1.1.1.4 Use estimation strategies in problem-solving situations.	A1.1.1.4.1 Use estimation to solve problems.	CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Estimation	(See Study Island Lesson)	Estimating Population Size	estimation		
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form). Note: Nothing larger than a binomial multiplied by a trinomial.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Operations on Polynomials	Unit: Polynomial Expressions  Lesson: Introduction to Polynomials		degree terms standard polynomial degree of a polynomial term	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment	<a href="https://drive.google.com/file/d/1kVXvOLAj0Wxu58vGxsK0SLVoWFRGg2la/viiew?usp=sharing">https://drive.google.com/file/d/1kVXvOLAj0Wxu58vGxsK0SLVoWFRGg2la/viiew?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form). Note: Nothing larger than a binomial multiplied by a trinomial.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Operations on Polynomials	Unit: Polynomial Expressions  Lesson: Adding and Subtracting Polynomials	Addition of Polynomials	integers polynomial addition degree of polynomial like terms additive inverse		<a href="https://drive.google.com/file/d/1siMmPVHsDPKuELQwXOLBw4cGQyBE2qh5/viiew?usp=sharing">https://drive.google.com/file/d/1siMmPVHsDPKuELQwXOLBw4cGQyBE2qh5/viiew?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form). Note: Nothing larger than a binomial multiplied by a trinomial.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Operations on Polynomials	Unit: Polynomial Expressions  Lesson: Multiplying Monomials and Binomials		monomials distributive geometric binomials product factor polynomial distributive property		<a href="https://drive.google.com/file/d/1q1t9JwGgtVrc5GSoujvD1PnFQVhQyQV/viiew?usp=sharing">https://drive.google.com/file/d/1q1t9JwGgtVrc5GSoujvD1PnFQVhQyQV/viiew?usp=sharing</a>

ALG 1 Framework

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form). Note: Nothing larger than a binomial multiplied by a trinomial.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Operations on Polynomials	Unit: Polynomial Expressions  Lesson: Multiplying Polynomials and Simplifying Expressions	Addition of Polynomials	geometric distributive property like terms polynomial product	Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1r7unfC-88PcyleRJuOgLF5Fmz-ZEwVv/view?usp=sharing">https://drive.google.com/file/d/1r7unfC-88PcyleRJuOgLF5Fmz-ZEwVv/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.2 Factor algebraic expressions, including difference of squares and trinomials. Note: Trinomials are limited to the form $ax^2 + bx + c$ where a is equal to 1 after factoring out all monomial factors.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	GCF and LCM of Monomials	Unit: Polynomial Expressions  Lesson: Factoring Polynomials: GCF	Factoring Special Products Modeling the Factorization	GCF equivalent expressions factor distributive property		<a href="https://drive.google.com/file/d/1_tQ3EVeMN9L5nlk4z1vw8HNq0YDXvb3M/view?usp=sharing">https://drive.google.com/file/d/1_tQ3EVeMN9L5nlk4z1vw8HNq0YDXvb3M/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.2 Factor algebraic expressions, including difference of squares and trinomials. Note: Trinomials are limited to the form $ax^2 + bx + c$ where a is equal to 1 after factoring out all monomial factors.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Factor Algebraic Expressions	Unit: Polynomial Expressions  Lesson: Factoring Expressions	Factoring Special Products Modeling the Factorization	operations equivalent expression GCF factor		<a href="https://drive.google.com/file/d/1_tQ3EVeMN9L5nlk4z1vw8HNq0YDXvb3M/view?usp=sharing">https://drive.google.com/file/d/1_tQ3EVeMN9L5nlk4z1vw8HNq0YDXvb3M/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.3 Simplify/reduce a rational algebraic expression.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Simplify Rational Expressions	Unit: Polynomial Expressions  Lesson: Factoring Polynomials: Double Grouping	Simplifying Algebraic Expressions I and II	prime polynomial distributive property GCF factor		<a href="https://drive.google.com/file/d/1PAFkdPu35CLLZ8nB_18SxSzfkW8CKyku/view?usp=sharing">https://drive.google.com/file/d/1PAFkdPu35CLLZ8nB_18SxSzfkW8CKyku/view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.3 Simplify/reduce a rational algebraic expression.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Simplify Rational Expressions	Unit: Polynomial Expressions  Lesson: Factoring Trinomials	Simplifying Algebraic Expressions I and II	trinomial coefficient prime polynomial factor GCF		<a href="https://drive.google.com/file/d/1_BWKQYqv4TFgpv68N-PUNizBTH0Cj1-view?usp=sharing">https://drive.google.com/file/d/1_BWKQYqv4TFgpv68N-PUNizBTH0Cj1-view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.3 Simplify/reduce a rational algebraic expression.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Simplify Rational Expressions	Unit: Polynomial Expressions  Lesson: Factoring Polynomials: Difference of Squares	Simplifying Algebraic Expressions I and II	difference of squares perfect square		<a href="https://drive.google.com/file/d/1_BWKQYqv4TFgpv68N-PUNizBTH0Cj1-view?usp=sharing">https://drive.google.com/file/d/1_BWKQYqv4TFgpv68N-PUNizBTH0Cj1-view?usp=sharing</a>
ALG	Operations with Real Numbers and Expressions	A1.1.1.5 Simplify expressions involving polynomials.	A1.1.1.5.3 Simplify/reduce a rational algebraic expression.	CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems. CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials. CC.2.2.HS.D.5 Use polynomial identities to solve problems. CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Simplify Rational Expressions	Unit: Polynomial Expressions  Lesson: Factoring Polynomials: Completely	Simplifying Algebraic Expressions I and II	strategy factor perfect square prime polynomial		<a href="https://drive.google.com/file/d/1p1rGyZwaZPbrUQs58As_ldTiKjq2EFA/view?usp=sharing">https://drive.google.com/file/d/1p1rGyZwaZPbrUQs58As_ldTiKjq2EFA/view?usp=sharing</a>



ALG 1 Framework

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Linear Equations	A1.1.2.2 Write, solve, and/or graph systems of linear equations using various methods	A1.1.2.2.2 Interpret solutions to problems in the context of the problem situation. Note: Limit systems to two linear equations.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Equations	Unit: Systems of Equations and Inequalities  Lesson: Solving Systems of Linear Equations: Substitution	Cat and Mouse (Modeling with Linear Systems) Solving Linear Systems (Slope Intercept Form) Solving Linear Systems (Standard Form)	Interpret System of linear equations Substitute Linear equations Isolate		<a href="https://drive.google.com/file/d/1_WgOh0Hjxc6bzOxC4z3xVFVLVddH5aCG/view?usp=sharing">https://drive.google.com/file/d/1_WgOh0Hjxc6bzOxC4z3xVFVLVddH5aCG/view?usp=sharing</a>
ALG	Linear Equations	A1.1.2.2 Write, solve, and/or graph systems of linear equations using various methods	A1.1.2.2.2 Interpret solutions to problems in the context of the problem situation. Note: Limit systems to two linear equations.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Equations	Unit: Systems of Equations and Inequalities  Lesson: Solving Systems: Introduction to Linear Combinations	Cat and Mouse (Modeling with Linear Systems) Solving Linear Systems (Slope Intercept Form) Solving Linear Systems (Standard Form)	Equivalent equations System of linear equations Eliminate Additive inverse		<a href="https://drive.google.com/file/d/1A2NvrYJEKucsfGQ5n2UirVsaKzSSWhlo/view?usp=sharing">https://drive.google.com/file/d/1A2NvrYJEKucsfGQ5n2UirVsaKzSSWhlo/view?usp=sharing</a>
ALG	Linear Equations	A1.1.2.2 Write, solve, and/or graph systems of linear equations using various methods	A1.1.2.2.2 Interpret solutions to problems in the context of the problem situation. Note: Limit systems to two linear equations.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Equations	Unit: Systems of Equations and Inequalities  Lesson: Solving Systems of Linear equations: Linear Combinations	Cat and Mouse (Modeling with Linear Systems) Solving Linear Systems (Slope Intercept Form) Solving Linear Systems (Standard Form)	Eliminate Additive inverse Equivalent equation System of linear equations		<a href="https://drive.google.com/file/d/1A2NvrYJEKucsfGQ5n2UirVsaKzSSWhlo/view?usp=sharing">https://drive.google.com/file/d/1A2NvrYJEKucsfGQ5n2UirVsaKzSSWhlo/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.2 Identify or graph the solution set to a linear inequality on a number line.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Solving One Variable Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Isolate Inequality Properties of inequality Solution set		<a href="https://drive.google.com/file/d/1l8mf1fm2EoqOco2YRE_FDFgNaAY4eEaF/view?usp=sharing">https://drive.google.com/file/d/1l8mf1fm2EoqOco2YRE_FDFgNaAY4eEaF/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.2 Identify or graph the solution set to a linear inequality on a number line.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Linear Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Isolate Inequality Properties of inequality Solution set		<a href="https://drive.google.com/file/d/1l8mf1fm2EoqOco2YRE_FDFgNaAY4eEaF/view?usp=sharing">https://drive.google.com/file/d/1l8mf1fm2EoqOco2YRE_FDFgNaAY4eEaF/view?usp=sharing</a>

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.2 Identify or graph the solution set to a linear inequality on a number line.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Introduction to Compound Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Solution set Inequality Represent Compound inequality		<a href="https://drive.google.com/file/d/16KcAhvHM9vH5XrIAUTyKzKmAcaKdUyo3/view?usp=sharing">https://drive.google.com/file/d/16KcAhvHM9vH5XrIAUTyKzKmAcaKdUyo3/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.3 Interpret solutions to problems in the context of the problem situation. Note: Linear inequalities only.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Writing Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Equation Inequality Solution Variable		<a href="https://drive.google.com/file/d/1OHLIWH04YKqQbALUjVpvtXHPZfP9LN1p/view?usp=sharing">https://drive.google.com/file/d/1OHLIWH04YKqQbALUjVpvtXHPZfP9LN1p/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.3 Interpret solutions to problems in the context of the problem situation. Note: Linear inequalities only.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Absolute Value Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Solution set Inequality Represent Compound inequality Absolute value		<a href="https://drive.google.com/file/d/1cBeHS01IsIHe7hytrHecQZscQVxLx6X0/view?usp=sharing">https://drive.google.com/file/d/1cBeHS01IsIHe7hytrHecQZscQVxLx6X0/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.	A1.1.3.1.3 Interpret solutions to problems in the context of the problem situation. Note: Linear inequalities only.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Linear Inequalities	Unit: Linear Inequalities  Lesson: Two Variable Linear Inequalities	Compound Inequalities Solving Linear Inequalities in One Variable	Inequality Solution set System of inequalities		<a href="https://drive.google.com/file/d/1dR8csCIN3uqBTHJdz-2OCvErgtKxeg/view?usp=sharing">https://drive.google.com/file/d/1dR8csCIN3uqBTHJdz-2OCvErgtKxeg/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.2 Write, solve, and/or graph systems of linear inequalities using various methods.	A1.1.3.2.1 Write and/or solve a system of linear inequalities using graphing. Note: Limit systems to two linear inequalities.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Inequalities	Unit: Systems of Equations and Inequalities  Lesson: Graphing Two Variable Linear Inequalities	Systems of Linear Inequalities (Slope Intercept Form)	Inequality Analyze Solution set Boundary line		<a href="https://drive.google.com/file/d/1dWrfzN1F3rBL35hZnOKnHeiDcAyLLePi/view?usp=sharing">https://drive.google.com/file/d/1dWrfzN1F3rBL35hZnOKnHeiDcAyLLePi/view?usp=sharing</a>

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Linear Inequalities	A1.1.3.2 Write, solve, and/or graph systems of linear inequalities using various methods.	A1.1.3.2.1 Write and/or solve a system of linear inequalities using graphing. Note: Limit systems to two linear inequalities.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 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.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compoise a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Inequalities	Unit: Systems of Equations and Inequalities  Lesson: Modeling with Two-Variable Linear Inequalities	Systems of Linear Inequalities (Slope Intercept Form)	Interpret Boundary line Inequality Solution set		<a href="https://drive.google.com/file/d/1FPRPRe6YObgFM-ZczRJDUdtgXP_0Yh-h/view?usp=sharing">https://drive.google.com/file/d/1FPRPRe6YObgFM-ZczRJDUdtgXP_0Yh-h/view?usp=sharing</a>
ALG	Linear Inequalities	A1.1.3.2 Write, solve, and/or graph systems of linear inequalities using various methods.	A1.1.3.2.2 Interpret solutions to problems in the context of the problem situation. Note: Limit systems to two linear inequalities.	CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. 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.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions. Proficiency Level 2: Emerging: 16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group. Proficiency Level 3: Developing: 16.3.9-12.3W Compoise a simple algebraic equation, inequality or expression using a guided model. Proficiency Level 4: Expanding: 16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner. Proficiency Level 5: Bridging: 16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	Systems of Linear Inequalities	Unit: Systems of Equations and Inequalities  Lesson: Solving Systems of Linear Inequalities	Systems of Linear Inequalities (Slope Intercept Form)	Boundary line Inequality Solution set System of inequalities		<a href="https://drive.google.com/file/d/1_buMddyYikW18Rkbs8Z544tHN_ZpxKX/view?usp=sharing">https://drive.google.com/file/d/1_buMddyYikW18Rkbs8Z544tHN_ZpxKX/view?usp=sharing</a>
ALG	Functions	A1.2.1.1 Analyze and/or use patterns or relations.	A1.2.1.1.2 Determine whether a relation is a function, given a set of points or a graph.	CC.2.2.8.C.1 Define, evaluate, and compare functions. CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Relations and Functions	Unit: Linear Functions  Lesson: Relations and Functions	Introduction to Functions Linear Functions Points, Lines, and Equations	Function Relation Domain Dependent variable One to one Independent variable Range	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning	<a href="https://drive.google.com/file/d/1rBKnDdWU5UoBND_slp4z4tjobiOiiFWR/view?usp=sharing">https://drive.google.com/file/d/1rBKnDdWU5UoBND_slp4z4tjobiOiiFWR/view?usp=sharing</a>
ALG	Functions	A1.2.1.1 Analyze and/or use patterns or relations.	A1.2.1.1.3 Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).	CC.2.2.8.C.1 Define, evaluate, and compare functions. CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Domain and Range	Unit: Linear Functions  Lesson: Domain and Range	Introduction to Functions Linear Functions Points, Lines, and Equations	Domain Range Function Dependent variable Independent variable		<a href="https://drive.google.com/file/d/1T-3-JuKroKix9TOeyQPpK0ODZlMhaFR1/view?usp=sharing">https://drive.google.com/file/d/1T-3-JuKroKix9TOeyQPpK0ODZlMhaFR1/view?usp=sharing</a>

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Introduction to Functions</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>Function Relation</p> <p>Domain</p> <p>Dependent variable</p> <p>One to one</p> <p>Independent variable</p> <p>Range</p>	<p>Frequent check-ins for understanding</p> <p>Frequent reinforcement for desired/positive behaviors</p> <p>Game-based learning</p> <p>Graphic and advanced organizers</p> <p>Guided practice</p> <p>Mnemonics</p> <p>Modeling instruction</p> <p>Opportunity for practice</p> <p>Polling the class</p> <p>Personal time outs to regroup and prepare for transitions</p> <p>Scaffolding instruction</p> <p>Simplify and break down abstract concepts</p> <p>Small group instruction</p> <p>Video to supplement learning</p> <p>Retrieval Practice: bell ringers, exit tickets, brain dumps, etc.</p> <p>Masking test items so only single questions are visible</p> <p>Reading the test questions</p> <p>Limit number of answer choices</p>	<p><a href="https://drive.google.com/file/d/16IG2ZySVoSO11tGmCJkayTbBQdwBjv1/view?usp=sharing">https://drive.google.com/file/d/16IG2ZySVoSO11tGmCJkayTbBQdwBjv1/view?usp=sharing</a></p>
ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Analyzing Tables</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>Continuous graph</p> <p>Input</p> <p>Output</p> <p>X-intercept</p> <p>Y-intercept</p>		<p><a href="https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing">https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing</a></p>
ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Analyzing Graphs</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>X intercept</p> <p>Y-intercept</p> <p>Local minimum</p> <p>Local maximum</p> <p>End behavior</p> <p>Interval</p>		<p><a href="https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing">https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing</a></p>

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ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Function Notation</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>Function</p> <p>Dependent variable</p> <p>Independent variable</p> <p>Discrete graph</p> <p>Continuous graph</p> <p>Function notation</p>		<a href="https://drive.google.com/file/d/16IG2ZySVoSO11tGmCJkaYtbBQdwBjv1/view?usp=sharing">https://drive.google.com/file/d/16IG2ZySVoSO11tGmCJkaYtbBQdwBjv1/view?usp=sharing</a>
ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.2 Translate from one representation of a linear function to another (i.e., graph, table, and equation).	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Evaluating Functions</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>Evaluate</p> <p>Function</p> <p>Input</p> <p>Output</p>		<a href="https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing">https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing</a>
ALG	Functions	A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.	A1.2.1.2.2 Translate from one representation of a linear function to another (i.e., graph, table, and equation).	<p>CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.</p> <p>CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p> <p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p> <p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</p> <p>CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.</p> <p>CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.</p> <p>CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.</p> <p>PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>.</p>	CanDo-KeyUses-Gr-9-12.pdf	Linear Functions	<p>Unit: Linear Functions</p> <p>Lesson: Comparing a Function and Its Inverse</p>	<p>Arithmetic Sequences</p> <p>Linear Functions</p> <p>Point Slope Form of a Line</p> <p>Slope Intercept Form of a Line</p> <p>Standard Form of a Line</p>	<p>Domain</p> <p>Range</p> <p>Minimum</p> <p>Maximum</p> <p>X-intercept</p> <p>Y-intercept</p>		<a href="https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing">https://drive.google.com/file/d/171K2hrVWbyGD5uk410MBU_MrgO-rZGYk/view?usp=sharing</a>

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ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.1 Identify, describe, and/or use constant rates of change.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Rate of Change	Unit: Linear Equations Lesson: Solving Rate Problems	Distance Time Graphs Distance Time and Velocity Time Graphs Slope	Slope Rate		<a href="https://drive.google.com/file/d/1t80oNHtEC24YIEgsPP45tYqVHwA85-s/view?usp=sharing">https://drive.google.com/file/d/1t80oNHtEC24YIEgsPP45tYqVHwA85-s/view?usp=sharing</a>
ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Rate of Change	Unit: Coordinate Geometry Lesson: Slope of a Line	Distance Time Graphs Distance Time and Velocity Time Graphs Slope	Slope Undefined slope Zero slope Rate of change Positive slope Negative slope		<a href="https://drive.google.com/file/d/1E-SAuf7Cn5NQPsCwabA7-JB7kv5-14-/view?usp=sharing">https://drive.google.com/file/d/1E-SAuf7Cn5NQPsCwabA7-JB7kv5-14-/view?usp=sharing</a>
ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Rate of Change	Unit: Linear Functions Lesson: Recognizing Patterns	Distance Time Graphs Distance Time and Velocity Time Graphs Slope	Relation Function Domain Range Dependent variable Independent variable		<a href="https://drive.google.com/file/d/1zYL10fUllIGXNH8ziHV-NQ-jhzOJok74/view?usp=sharing">https://drive.google.com/file/d/1zYL10fUllIGXNH8ziHV-NQ-jhzOJok74/view?usp=sharing</a>
ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.3 Write or identify a linear equation when given the graph of the line, two points on the line, or the slope and a point on the line. Note: Linear equation may be in point-slope, standard, and/or slope-intercept form.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Linear Equations and Graphs	Unit: Coordinate Geometry Lesson: Slope Intercept Form of a Line	Point Slope Form of a Line Points, Lines, and Equations Slope Intercept Form of a Line	affect Domain Range Slope Slope intercept form Y-intercept		<a href="https://drive.google.com/file/d/1S6FcDjKlcyYWSnx7PdShjQcbl8cpB5H/view?usp=sharing">https://drive.google.com/file/d/1S6FcDjKlcyYWSnx7PdShjQcbl8cpB5H/view?usp=sharing</a>

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.3 Write or identify a linear equation when given the graph of the line, two points on the line, or the slope and a point on the line. Note: Linear equation may be in point-slope, standard, and/or slope-intercept form.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Linear Equations and Graphs	Unit: Coordinate Geometry  Lesson: Point-Slope Form of a Line	Point Slope Form of a Line Points, Lines, and Equations Slope Intercept Form of a Line	Represent Linear function Slope Point slope form		<a href="https://drive.google.com/file/d/13ww8lItzW7URPpMPhR2RngiRSZRtds6/view?usp=sharing">https://drive.google.com/file/d/13ww8lItzW7URPpMPhR2RngiRSZRtds6/view?usp=sharing</a>
ALG	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.3 Write or identify a linear equation when given the graph of the line, two points on the line, or the slope and a point on the line. Note: Linear equation may be in point-slope, standard, and/or slope-intercept form.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Linear Equations and Graphs	Unit: Coordinate Geometry  Lesson: Standard Form of a Line	Point Slope Form of a Line Points, Lines, and Equations Slope Intercept Form of a Line	Point slope form Standard form of a linear equation X intercept Y-intercept		<a href="https://drive.google.com/file/d/1oN4OskXfKizRZCxAPMOQG9Zff1341_gj/view?usp=sharing">https://drive.google.com/file/d/1oN4OskXfKizRZCxAPMOQG9Zff1341_gj/view?usp=sharing</a>
	Coordinate Geometry	A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.	A1.2.2.1.4 Determine the slope and/or y-intercept represented by a linear equation or graph.	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context. 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. CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems. CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Linear Equations and Graphs	Unit: Coordinate Geometry  Lesson: Writing Linear Equations	Point Slope Form of a Line Points, Lines, and Equations Slope Intercept Form of a Line	Standard form of a linear equation Point slope form Slope intercept form Linear function		<a href="https://drive.google.com/file/d/1Y9-W-Q1CwD8PMDPUeRoL78-ZYioLe6Kc/view?usp=sharing">https://drive.google.com/file/d/1Y9-W-Q1CwD8PMDPUeRoL78-ZYioLe6Kc/view?usp=sharing</a>
ALG	Data Analysis	A1.2.2.2 Analyze and/or interpret data on a scatter plot.	A1.2.2.2.1 Draw, identify, find, and/or write an equation for a line of best fit for a scatter plot.	CC.2.2.HS.C.6 Interpret functions in terms of the situations they model. CC.2.4.HS.B.1 Analyze and/or interpret bivariate data displayed in multiple representations. CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Lines of Best Fit	Unit: Data Analysis  Lesson: Line of Best Fit	Trends in Scatter Plots Least Squares Best Fit Lines Correlation	Predict Correlation Extrapolation Interpolation Line of best fit Scatter plot	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1Kyq6QH_C_9fXZcT0127iHk94A3iu2Gds/view?usp=sharing">https://drive.google.com/file/d/1Kyq6QH_C_9fXZcT0127iHk94A3iu2Gds/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.1 Use measures of dispersion to describe a set of data.	A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data.	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Measures of Dispersion	Unit: Data Analysis  Lesson: Describing Data	Mean, Median, and Mode	Sample Random sample Qualitative data Quantitative data Biased sample Skewed		<a href="https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7U0pJ/view?usp=sharing">https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7U0pJ/view?usp=sharing</a>

ALG 1 Framework

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Data Analysis	A1.2.3.1 Use measures of dispersion to describe a set of data.	A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data.	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Measures of Dispersion	Unit: Data Analysis  Lesson: Relative Frequencies and Association	Mean, Median, and Mode	Conditional probability Association Relative frequency Assume Conditional relative frequency	Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7UOp/view?usp=sharing">https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7UOp/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.1 Use measures of dispersion to describe a set of data.	A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data.	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Measures of Dispersion	Unit: Data Analysis  Lesson: Measures of Center	Mean, Median, and Mode	Dot Plot Histogram Mean Median Outlier Skewed	Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7UOp/view?usp=sharing">https://drive.google.com/file/d/1RXSp9wqnfHP-WsfigEG7uwNEc5y7UOp/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.	A1.2.3.2.1 Estimate or calculate to make predictions based on a circle, line, bar graph, measure of central tendency, or other representation.	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Using and Analyzing Data Displays	Unit: Data Analysis  Lesson: Bar and Circle Graphs	Box and Whisker Plots Describing Data Using Statistics Stem and Leaf Plots Correlation Polling: City Reaction Time Real Time Histogram Solving and Using Trend Lines	Interpret Bar graph Circle graph Independent variable Dependent variable	Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing">https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.	A1.2.3.2.1 Estimate or calculate to make predictions based on a circle, line, bar graph, measure of central tendency, or other representation.	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Using and Analyzing Data Displays	Unit: Data Analysis  Lesson: Using Graphs to Advertise	Box and Whisker Plots Describing Data Using Statistics Stem and Leaf Plots Correlation Polling: City Reaction Time Real Time Histogram Solving and Using Trend Lines	Interpret Bar graph Circle graph Independent variable Dependent variable	Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing">https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.	A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Using and Analyzing Data Displays	Unit: Data Analysis  Lesson: Two Way Tables	Box and Whisker Plots Describing Data Using Statistics Stem and Leaf Plots Correlation Polling: City Reaction Time Real Time Histogram Solving and Using Trend Lines	Construct Joint frequency Marginal frequency Relative frequency Two-way table Venn diagram	Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing">https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.	A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Using and Analyzing Data Displays	Unit: Data Analysis  Lesson: Box Plots	Box and Whisker Plots Describing Data Using Statistics Stem and Leaf Plots Correlation Polling: City Reaction Time Real Time Histogram Solving and Using Trend Lines	Affect Construct Box plot Interquartile range Range Outlier	Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing">https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGz6xr/view?usp=sharing</a>

ALG 1 Framework

Course	PA Core Standard Category Big Ideas	Assessment Anchor (Alg 1 Keystone) Essential Questions	Eligible Content Competencies	PA Core Standards	English Language Development Standard	ELD Proficiency Levels	Study Island Topic	Curriculum Alignment Edgenuity	Supplemental Resource Gizmos Lab	Vocabulary	Modifications	Example Lesson Plan
ALG	Data Analysis	A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.	A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).	CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data. CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	Standard Area - ELD 16.3.9-12 Proficiency Level 1: Entering: 16.3.9-12.1R Match data to the correct graph (e.g. data table to a circle graph) with a partner. Proficiency Level 2: Emerging: 16.3.9-12.2R Organize data on a basic chart with a partner or a group. Proficiency Level 3: Developing: 16.3.9-12.3R Interpret data in a graph working with a partner or a group. Proficiency Level 4: Expanding: 16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group. Proficiency Level 5: Bridging: 16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	Using and Analyzing Data Displays	Unit: Data Analysis  Lesson: Regression Models	Box and Whisker Plots Describing Data Using Statistics Stem and Leaf Plots Correlation Polling: City Reaction Time Real Time Histogram Solving and Using Trend Lines Trends in Scatter Plots	Evaluate Predict Extrapolation Interpolation Scatter plot		<a href="https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGpz6xr/view?usp=sharing">https://drive.google.com/file/d/1K6Vo4dxWoidgZZ4FQdKYC0vHeWGpz6xr/view?usp=sharing</a>
ALG	Data Analysis	A1.2.3.3 Apply probability to practical situations.	A1.2.3.3.1 Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal, or percent.	CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models. CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments. CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Probablility of Compound Events	Unit: Data Analysis  Lesson: Compound Events and Fundamental Counting Principle	Independent and Dependent Events	Compound event Fundamental counting principle Probability Tree diagram		<a href="https://drive.google.com/file/d/1zR736zKbmqzdyoFLPFQpNqDx1M01Ab/view?usp=sharing">https://drive.google.com/file/d/1zR736zKbmqzdyoFLPFQpNqDx1M01Ab/view?usp=sharing</a>

ALG 2 Framework

Course	PA Core Standard	Assessment Anchor (Alg 1)	Eligible Content	PA Core Standards	Study Island	Curriculum	Vocabulary	Supplemental	Modifications	Lesson Plans
Algebra 2	Operations with	A2.1.1.1 Represent and/or use	A2.1.1.1.1 Simplify/write square roots in	CC.2.1.HS.F.6 Extend the knowledg	Imaginary Numbers	Unit: Quadratics and	Multiples	Points in the	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.googl">https://drive.googl</a>
Algebra 2	Operations with	A2.1.1.1 Represent and/or use	A2.1.1.1.2 Simplify/evaluate	CC.2.1.HS.F.6 Extend the knowledg	Imaginary Numbers	Unit: Quadratics and	Multiples	Points in the		<a href="https://drive.googl">https://drive.googl</a>
Algebra 2	Operations with	A2.1.1.2 Apply the order of operations in	A2.1.1.2.1 Add and subtract complex	CC.2.1.HS.F.6 Extend the knowledg	Complex Numbers	Unit: Quadratics and	Multiples	Points in the		<a href="https://drive.googl">https://drive.googl</a>
Algebra 2	Operations with	A2.1.1.2 Apply the order of operations in	A2.1.1.2.1 Add and subtract complex	CC.2.1.HS.F.6 Extend the knowledg	Complex Numbers	Unit: Quadratics and	Field properties of	Points in the		<a href="https://drive.googl">https://drive.googl</a>
Algebra 2	Operations with	A2.1.1.2 Apply the order of operations in	A2.1.1.2.2 Multiply and divide complex	CC.2.1.HS.F.6 Extend the knowledg	Complex Numbers	Unit: Quadratics and	Field properties of	Points in the	<a href="https://drive.googl">https://drive.googl</a>	
Algebra 2	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.1 Use exponential expressions	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Perfect square	Roots of a	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.google">https://drive.google</a>
Algebra 3	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.1 Use exponential expressions	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Non-perfect root	Ordering an		<a href="https://drive.google">https://drive.google</a>
Algebra 2	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.2 Simplify/evaluate	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Numeric expression	Exponent and		<a href="https://drive.google">https://drive.google</a>
Algebra 2	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.3 Simplify/evaluate	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Radicals	Operations with		<a href="https://drive.google.co">https://drive.google.co</a>
Algebra 2	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.3 Simplify/evaluate	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Multiplication	Operations with	<a href="https://drive.google.co">https://drive.google.co</a>	
Algebra 2	Non-Linear	A2.1.2.1 Use exponents, roots, and/or	A2.1.2.1.3 Simplify/evaluate	CC.2.1.HS.F.1Apply and extend the	Exponent and Root	Unit: Radical Expressions	Rationalizing the	Operations with	Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time	<a href="https://drive.google.co">https://drive.google.co</a>
Algebra 2	Non-Linear Expressions	A2.1.2.1 Use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems.	A2.1.2.1.4 Simplify or evaluate expressions involving logarithms and exponents (e.g., $\log_{28} = 3$ or $\log_{42} = \frac{1}{2}$ ).	CC.2.1.HS.F.1Apply and extend the	Exponents and Logarithms	Unit: Exponential and Logarithmic Functions  Lesson: Evaluating Logarithmic Expressions	Exponential forms Evaluate Common logarithms Logarithmic equation			<a href="https://drive.google.com/file/d/1NQOKqcVNI3K5HPq7KuRMCxDb364wF14x/view?usp=sharing">https://drive.google.com/file/d/1NQOKqcVNI3K5HPq7KuRMCxDb364wF14x/view?usp=sharing</a>
Algebra 2	Non-Linear Expressions	A2.1.2.2 Simplify expressions involving polynomials.	A2.1.2.2.1 Factor algebraic expressions, including difference of squares and trinomials. Note: Trinomials limited to the form $ax^2 + bx + c$ where a is not equal to 0	CC.2.2.HS.D.1 Interpret the structur	Factor Algebraic Expressions	Unit: Polynomial Operations  Lesson: Sum and Difference of Two Cubes	Perfect Cube Cube root Product Factors	Simplifying algebraic expressions I and II	Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings	<a href="https://drive.google.com/file/d/1KYabymq5b17KRVBUSU_nSzv5a3s-QV7/view?usp=sharing">https://drive.google.com/file/d/1KYabymq5b17KRVBUSU_nSzv5a3s-QV7/view?usp=sharing</a>
Algebra 2	Non-Linear Expressions	A2.1.2.2 Simplify expressions involving polynomials.	A2.1.2.2.1 Factor algebraic expressions, including difference of squares and trinomials. Note: Trinomials limited to the form $ax^2 + bx + c$ where a is not equal to 1	CC.2.2.HS.D.1 Interpret the structur	Factor Algebraic Expressions	Unit: Polynomial Operations  Lesson: Factoring Polynomials Completely	Factor difference of squares Perfect square trinomial Sum and difference of Cubes Greatest common factor	Simplifying algebraic expressions I and II	Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1ojxr8OzYPq4TBGrJaVW69oHoJFH894B/view?usp=sharing">https://drive.google.com/file/d/1ojxr8OzYPq4TBGrJaVW69oHoJFH894B/view?usp=sharing</a>
Algebra 2	Non-Linear Expressions	A2.1.2.2 Simplify expressions involving polynomials.	A2.1.2.2.2 Simplify rational algebraic expressions.	CC.2.2.HS.D.1 Interpret the structur	Simplify Rational Expressions	Unit: Polynomial Operations  Lesson: Simplifying Polynomial Expressions	Polynomial Binomial Terms of a polynomial Degree of a monomial Trinomial Monomial Degree of a polynomial Like terms	Simplifying algebraic expressions I and II	Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers	<a href="https://drive.google.com/file/d/1tegrqjGPVqZWJp30viwCP6dNWI3OyUSZ/view?usp=sharing">https://drive.google.com/file/d/1tegrqjGPVqZWJp30viwCP6dNWI3OyUSZ/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).	CC.2.2.HS.C.2Graph and analyzetur	Solve Quadratic Equations	Unit: Quadratics and Complex Numbers  Lesson: Solving Quadratic Equations by Factoring	Real solutions Zero product Quadratic function Product Factor	Simplifying algebraic expressions I and II	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one	<a href="https://drive.google.com/file/d/1zOFx8LKTf3-ucfd6iP9N4BA8XBTTLN2/view?usp=sharing">https://drive.google.com/file/d/1zOFx8LKTf3-ucfd6iP9N4BA8XBTTLN2/view?usp=sharing</a>

ALG 2 Framework

Course	PA Core Standard	Assessment Anchor (Alg 1)	Eligible Content	PA Core Standards	Study Island	Curriculum	Vocabulary	Supplemental	Modifications	Lesson Plans
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).	CC.2.2.HS.C.2Graph and analyze fur	Solve Quadratic Equations	Unit: Quadratics and Complex Numbers  Lesson: Completing the Square	Radical Denominator Simplest form Pattern Square root Square Binomial Perfect square trinomial Square root property of equality	Simplifying algebraic expressions I and II	with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc.	<a href="https://drive.google.com/file/d/1KYabymq5b17KRVBUSU_nsSZv5a3s-QV7/view?usp=sharing">https://drive.google.com/file/d/1KYabymq5b17KRVBUSU_nsSZv5a3s-QV7/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).	CC.2.2.HS.C.2Graph and analyze fur	Solve Quadratic Equations	Unit: Quadratics and Complex Numbers  Lesson: The Quadratic Formula	Real solutions Complex Solutions Quadratic formula Discriminant Radicand	Roots of a quadratic  Quadratics in factored form  Quadratics and polynomial form	Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1TowdKiTsQGPrANBgbDkkTd27KgAuvAAw/view?usp=sharing">https://drive.google.com/file/d/1TowdKiTsQGPrANBgbDkkTd27KgAuvAAw/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).	CC.2.2.HS.C.2Graph and analyze fur	Solve Rational and Radical Equations	Unit: Rational Functions  Lesson: Simplifying Rational Expressions	Rational expression Polynomial Monomial	Simplifying algebraic expressions I and II	Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding	<a href="https://drive.google.com/file/d/1E-gRcUEYtz1bz_2JKT8yLLuoipZB25YL/view?usp=sharing">https://drive.google.com/file/d/1E-gRcUEYtz1bz_2JKT8yLLuoipZB25YL/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).	CC.2.2.HS.C.2Graph and analyze fur	Solve Rational and Radical Equations	Unit: Rational Functions  Lesson: Rational Exponents	Numeric Rational exponents nth root	Exponent and power rules	Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction	<a href="https://drive.google.com/file/d/1ifmxqaMrfRKBj5usMjBSYkhofWQ9rbTU/view?usp=sharing">https://drive.google.com/file/d/1ifmxqaMrfRKBj5usMjBSYkhofWQ9rbTU/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).	CC.2.2.HS.C.2Graph and analyze fur	Solve Rational and Radical Equations	Unit: Rational Functions  Lesson: Adding and Subtracting Radicals	Radicals Radical expression Index Radicand	Operations with radical expressions	Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1Vg0TiP5qutKjDMHkfc1me5o5-xGqLmKZ/view?usp=sharing">https://drive.google.com/file/d/1Vg0TiP5qutKjDMHkfc1me5o5-xGqLmKZ/view?usp=sharing</a>
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).	CC.2.2.HS.C.2Graph and analyze fur	Solve Rational and Radical Equations	Unit: Rational Functions  Lesson: Multiplying Radicals	Multiplication Product Radicals Radicand	Operations with radical expressions	Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1NfM1-F17ecgBStoXi-D2JoUEJIXoa8j1/view?usp=sharing">https://drive.google.com/file/d/1NfM1-F17ecgBStoXi-D2JoUEJIXoa8j1/view?usp=sharing</a>

ALG 2 Framework

Course	PA Core Standard	Assessment Anchor (Alg 1)	Eligible Content	PA Core Standards	Study Island	Curriculum	Vocabulary	Supplemental	Modifications	Lesson Plans	
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).	CC.2.2.HS.C.2Graph and analyze fur	Solve Rational and Radical Equations	Unit: Rational Functions Lesson: Dividing Radicals	Rationalizing the denominator	Operations with radical expressions	Limit number of answer choices	<a href="https://drive.google.com/file/d/16nzc6NruocgKzIHnLZGVsyViMXUrSZX/view?usp=sharing">https://drive.google.com/file/d/16nzc6NruocgKzIHnLZGVsyViMXUrSZX/view?usp=sharing</a>	
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.3 Write and/or solve a simple exponential or logarithmic equation (including common and natural logarithms).	CC.2.2.HS.C.2Graph and analyze fur	Solve Exponential and Logarithmic Equations	Unit: Exponential and Logarithmic Functions Lesson: Graphing Exponential Functions	Exponential decay Exponential function Exponential growth Domain Range	Introduction to exponential functions  Exponential functions		<a href="https://drive.google.com/file/d/1JU00GRmJEIIE7Pam_Hijy0GjU40jTm3/view?usp=sharing">https://drive.google.com/file/d/1JU00GRmJEIIE7Pam_Hijy0GjU40jTm3/view?usp=sharing</a>	
Algebra 2	Non-Linear Equations	A2.1.3.1 Write and/or solve non-linear equations using various methods.	A2.1.3.1.3 Write and/or solve a simple exponential or logarithmic equation (including common and natural logarithms).	CC.2.2.HS.C.2Graph and analyze fur	Solve Exponential and Logarithmic Equations	Unit: Exponential and Logarithmic Functions Lesson: Solving Exponential Equations by Rewriting the Base	Exponent Base Exponential equation			<a href="https://drive.google.com/file/d/1mINyTnWnVSUNHxCdMfoCVZuzlGZu70Dt/view?usp=sharing">https://drive.google.com/file/d/1mINyTnWnVSUNHxCdMfoCVZuzlGZu70Dt/view?usp=sharing</a>	
Algebra 2	Patterns, Relations, and Functions	A2.2.1.1 Analyze and/or use patterns or relations.	A2.2.1.1.1 Analyze a set of data for the existence of a pattern, and represent the pattern with a rule algebraically and/or graphically.	CC.2.1.HS.F.7Apply concepts of cor	Patterns	Unit: Introduction to Functions Lesson: Relations and Functions	Function Relation Domain Range one to one Dependent variable Independent variable	Introduction to functions  Linear functions	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc.	<a href="https://drive.google.com/file/d/1ek4PO-pbyfarZoFAYP_XIMZEgl4zjIWg/view?usp=sharing">https://drive.google.com/file/d/1ek4PO-pbyfarZoFAYP_XIMZEgl4zjIWg/view?usp=sharing</a>	
Algebra 2	Patterns, Relations, and Functions	A2.2.1.1 Analyze and/or use patterns or relations.	A2.2.1.1.2 Identify and/or extend a pattern as either an arithmetic or geometric sequence (e.g., given a geometric sequence, find the 20th term).	CC.2.1.HS.F.7Apply concepts of cor	Patterns	Unit: Introduction to Functions Lesson: Function Operations	Arithmetic Algebraically Graphically Sum Difference Product Quotient Substitute Domain and range of a sum	Arithmetic and geometric sequences		<a href="https://drive.google.com/file/d/1A08tacobOUy1USg3Sd5TVroc5sqEqWAV/view?usp=sharing">https://drive.google.com/file/d/1A08tacobOUy1USg3Sd5TVroc5sqEqWAV/view?usp=sharing</a>	
Algebra 2	Patterns, Relations, and Functions	A2.2.1.1 Analyze and/or use patterns or relations.	A2.2.1.1.3 Determine the domain, range, or inverse of a relation.	CC.2.1.HS.F.7Apply concepts of cor	Domain and Range	Unit: Introduction to Functions Lesson: Relations and Functions	Function Relation Domain Range one to one Dependent variable Independent variable	Introduction to functions  Linear functions		Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work	<a href="https://drive.google.com/file/d/1ek4PO-pbyfarZoFAYP_XIMZEgl4zjIWg/view?usp=sharing">https://drive.google.com/file/d/1ek4PO-pbyfarZoFAYP_XIMZEgl4zjIWg/view?usp=sharing</a>
Algebra 2	Patterns, Relations, and Functions	A2.2.1.1 Analyze and/or use patterns or relations.	A2.2.1.1.4 Identify and/or determine the characteristics of an exponential, quadratic, or polynomial function (e.g., intervals of increase/decrease, intercepts, zeros, and asymptotes).	CC.2.1.HS.F.7Apply concepts of cor	Characteristics of Functions	Unit: Introduction to Functions Lesson: Composition of Functions	Composition of function Domain of the composition of function	Graphs of polynomial functions  Exponential functions  Quadratic functions		Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding	<a href="https://drive.google.com/file/d/1wQSH7Tlqs0lmjihG3lnYvHiiUdTJ8Aor/view?usp=sharing">https://drive.google.com/file/d/1wQSH7Tlqs0lmjihG3lnYvHiiUdTJ8Aor/view?usp=sharing</a>

ALG 2 Framework

Course	PA Core Standard	Assessment Anchor (Alg 1)	Eligible Content	PA Core Standards	Study Island	Curriculum	Vocabulary	Supplemental	Modifications	Lesson Plans
Algebra 2	Applications of Functions	A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.	A2.2.2.1.1 Create, interpret, and/or use the equation, graph, or table of a polynomial function (including quadratics).	CC.2.1.HS.F.3Apply quantitative rea	Interpret Functions	Unit: Introduction to Functions Lesson: Linear Functions	Linear function Point slope form Slope intercept form Standard form of a linear equation Y-intercept	Graphs of polynomial functions	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.google.com/file/d/1wQSH7Tlqs0ImjihG3InYvHiiUdTJ8Aor/view?usp=sharingg">https://drive.google.com/file/d/1wQSH7Tlqs0ImjihG3InYvHiiUdTJ8Aor/view?usp=sharingg</a>
Algebra 2	Applications of Functions	A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.	A2.2.2.1.2 Create, interpret, and/or use the equation, graph, or table of an exponential or logarithmic function (including common and natural logarithms).	CC.2.1.HS.F.3Apply quantitative rea	Interpret Functions	Unit: Introduction to Functions Lesson: Graphing Exponential Functions	Exponential decay Exponential function Exponential growth Domain Range	Introduction to exponential functions Exponential functions	Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge	<a href="https://drive.google.com/file/d/1MkngxFtBV1KHfJqwbSXL8tAEKcLUHwj/view?usp=sharing">https://drive.google.com/file/d/1MkngxFtBV1KHfJqwbSXL8tAEKcLUHwj/view?usp=sharing</a>
Algebra 2	Applications of Functions	A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.	A2.2.2.1.3 Determine, use, and/or interpret minimum and maximum values over a specified interval of a graph of a polynomial, exponential, or logarithmic function.	CC.2.1.HS.F.3Apply quantitative rea	Interpret Functions	Unit: Introduction to Functions Lesson: Rate of Change	Slope Rate Dependent value Independent value	Graphs of polynomial functions	Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc.	<a href="https://drive.google.com/file/d/15rc6gdqh1UpdvLbtmPJol2duo_H4CqDZ/view?usp=sharing">https://drive.google.com/file/d/15rc6gdqh1UpdvLbtmPJol2duo_H4CqDZ/view?usp=sharing</a>
Algebra 2	Applications of Functions	A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.	A2.2.2.1.4 Translate a polynomial, exponential, or logarithmic function from one representation of a function to another (graph, table, and equation).	CC.2.1.HS.F.3Apply quantitative rea	Representation of Functions	Unit: Introduction to Functions Lesson: Graphing Exponential Functions	Exponential decay Exponential function Exponential growth Domain Range	Introduction to exponential functions Exponential functions	Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed)	<a href="https://drive.google.com/file/d/1MkngxFtBV1KHfJqwbSXL8tAEKcLUHwj/view?usp=sharing">https://drive.google.com/file/d/1MkngxFtBV1KHfJqwbSXL8tAEKcLUHwj/view?usp=sharing</a>
Algebra 2	Applications of Functions	A2.2.2.2 Describe and/or determine families of functions.	A2.2.2.2.1 Identify or describe the effect of changing parameters within a family of functions (e.g., $y = x^2$ and $y = x^2 + 3$ , or $y = x^2$ and $y = 3x^2$ ).	CC.2.2.HS.C.4Interpret the effects tr	Change in Parameter	Unit: Mathematical Modeling Lesson: Transformations of Functions	Family of functions Transformation Parent function Function translation Function reflection Function dilation	Logarithmic functions: translating and scaling	Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing	<a href="https://drive.google.com/file/d/1nkfd-pO5Hd8Ft7jG8LcqOR6vzHL6k3iH/view?usp=sharing">https://drive.google.com/file/d/1nkfd-pO5Hd8Ft7jG8LcqOR6vzHL6k3iH/view?usp=sharing</a>
Algebra 2	Data Analysis	A2.2.3.1 Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions.	A2.2.3.1.1 Draw, identify, find, interpret, and/or write an equation for a regression model (lines and curves of best fit) for a scatter plot.	CC.2.1.HS.F.3Apply quantitative rea	Regression Model	Unit: Mathematical Modeling Lesson: Modeling with Functions	Equation of a function Data set Function model	Least squares best fit lines Solving using trend lines Correlation	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students: Small group instruction, one on one with teacher, partner work, extended time used in all classes	<a href="https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh">https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh</a>
Algebra 2	Data Analysis	A2.2.3.1 Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions.	A2.2.3.1.2 Make predictions using the equations or graphs of regression models (lines and curves of best fit) of scatter plots.	CC.2.1.HS.F.3Apply quantitative rea	Regression Model	Unit: Introduction to Functions Lesson: Scatterplots	Goodness of fit Linear model Prediction	Trends in Scatter Plots Solving using trend lines Correlation	Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class	<a href="https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh">https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh</a>
Algebra 2	Data Analysis	A2.2.3.2 Apply probability to practical situations.	A2.2.3.2.1 Use combinations, permutations, and the fundamental counting principle to solve problems involving probability.	CC.2.4.HS.B.4Recognize and evaluat	Probability	Unit: Statistics and Probability Lesson: Representing Data	Central tendency Range	Permutations and combinations	Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention	<a href="https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh">https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywcRhdoZ99-vOSw2j/view?usp=sh</a>

ALG 2 Framework

Course	PA Core Standard	Assessment Anchor (Alg 1)	Eligible Content	PA Core Standards	Study Island	Curriculum	Vocabulary	Supplemental	Modifications	Lesson Plans
Algebra 2	Data Analysis	A2.2.3.2 Apply probability to practical situations.	A2.2.3.2.2 Use odds to find probability and/or use probability to find odds.	CC.2.4.HS.B.4Recognize and evaluate	Probability	Unit: Statistics and Probability  Lesson: Properties of Probability Distributions	Probability distribution Data set	Probability simulations  Theoretical and experimental probability	Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywrhdoZ99-vOSw2j/view?usp=sharing">https://drive.google.com/file/d/1p1Hv-hW8QZQKcO0ywrhdoZ99-vOSw2j/view?usp=sharing</a>
Algebra 2	Data Analysis	A2.2.3.2 Apply probability to practical situations.	A2.2.3.2.3 Use probability for independent, dependent, or compound events to predict outcomes.	CC.2.4.HS.B.4Recognize and evaluate	Probability	Unit: Statistics and Probability  Lesson: Expected Value	Expected value Probability	Probability simulations  Theoretical and experimental probability	Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent checking for	<a href="https://drive.google.com/file/d/10ObaSYG1qb-fHpu_UFSjD7Pck5SGtXJ/view?usp=sharing">https://drive.google.com/file/d/10ObaSYG1qb-fHpu_UFSjD7Pck5SGtXJ/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	Edgenuity Curriculum	Modifications	Example Lesson Plan
PRECALC/	Mathematical	How are relationships	Polynomials	Solve equations,	Standard -	Completing the	Teacher designed review.	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or Learning support room	<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/	Mathematical relations	How can expressions,	Polynomials	Solve inequalities,	Standard -	Completing the	Teacher designed review.		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/	Mathematical	How can data be	Polynomials	Identify key features of	Standard -	End behavior	Unit: Functions and		<a href="#">Graphing Polynomial Functions, Part 1</a>
PRECALC/	Patterns exhibit	How is mathematics	Polynomials	Identify key features of	Standard -	End behavior	Unit: Functions and		<a href="#">Graphing Polynomial Functions, Part 1</a>
PRECALC/		How can mathematics	Polynomials	Understand the	Standard -	Completing the	Teacher designed review.		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/		How can patterns be	Polynomials	Simplify/factor	Standard -	Completing the	Teacher designed review.		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/		How can recognizing	Polynomials	Represent and/or use	Standard -	Completing the	Teacher designed review.		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/			Polynomials	Use and/or explain	Standard -	Rational roots	Unit: Functions and		<a href="#">Solving Polynomial Equations, Day 1</a>
PRECALC/			Polynomials		Standard -	Completing the	Unit: Functions and		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/			Polynomials		Standard -	Completing the	Unit: Functions and		<a href="#">Solving Equations and Inequalities, Day 1</a>
PRECALC/			Polynomials		Standard -	Completing the	Teacher designed review.	<a href="#">Solving Equations and Inequalities, Day 1</a>	
PRECALC/			Polynomials		Standard -	Completing the	Teacher designed review.	<a href="#">Solving Equations and Inequalities, Day 1</a>	
PRECALC/			Polynomials		Standard -	Rational function	Unit: Functions and	<a href="#">Graph Rational Functions</a>	
PRECALC/	Mathematical	How are relationships	Conic Sections	Identify the features of	Standard -	Circle	Unit: Conic Equations and	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or Learning support room	<a href="#">Introduction to Conic Sections</a>
PRECALC/	Mathematical relations	How can expressions,	Conic Sections	Write the equation of a	Standard -	Parabola	Unit: Conic Equations and		<a href="#">Circles</a>
PRECALC/	Mathematical	How can data be	Conic Sections		Standard -	Parabola	Unit: Conic Equations and		<a href="#">Circles</a>
PRECALC/	Patterns exhibit	How is mathematics	Conic Sections		Standard -	Parabola	Unit: Equations and		<a href="#">Ellipses, Hyperbolas, and Parabolas, Part 1</a>
PRECALC/		How can mathematics	Conic Sections		Standard -	Parabola	Unit: Conic Equations and		<a href="#">Circles</a>
PRECALC/	Mathematical	How are relationships	Exponentials and	Solve equations	Standard -	Exponential function	Unit: Equations and		<a href="#">Rational Exponents Practice</a>
PRECALC/	Mathematical relations	How can expressions,	Exponentials and	Graph equations	Standard -	Exponential function	Unit: Equations and		<a href="#">Rational Exponents Practice</a>
PRECALC/	Mathematical	How can data be	Exponentials and		Standard -	Exponential function	Unit: Equations and		<a href="#">Rational Exponents Practice</a>
PRECALC/	Patterns exhibit	How is mathematics	Exponentials and		Standard -	Exponential function	Unit: Equations and		<a href="#">Rational Exponents Practice</a>
PRECALC/		How can mathematics	Exponentials and		Standard -	Exponential function	Unit: Equations and		<a href="#">Rational Exponents Practice</a>
PRECALC/		How can patterns be	Exponentials and		Standard -	Exponential function	Unit: Functions and	<a href="#">Rational Exponents Practice</a>	
PRECALC/		How can recognizing	Exponentials and		Standard -	Inverse function	Unit: Equations and	<a href="#">From Exponential to Logarithmic Functions</a>	
PRECALC/	Patterns exhibit	How can patterns be	Sequence and Series	Represent sequence	Standard -	Sequence	Unit: Sequences and Series	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or Learning support room	<a href="#">Sequence and Series, Day 1</a>
PRECALC/		How can recognizing	Sequence and Series	Determine divergence		Truncated	Unit: Introduction to		<a href="#">Sequence and Series, Day 1</a>
PRECALC/	Mathematical	How are relationships	Trigonometry	Translate between	Standard -	Degrees-minutes-	Unit: Trigonometry	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or Learning support room	<a href="#">Angles and Angle Measures</a>
PRECALC/	Mathematical relations	How can expressions,	Trigonometry	Use trigonometric ratios	Standard -	Even function	Unit: Trigonometry		<a href="#">Graphing Trig Functions, Day 1</a>
PRECALC/	Mathematical	How can data be	Trigonometry	Identify the graphs of	Standard -	Law of sines	Unit: Vectors		<a href="#">Law of Sines and Law of Cosines, Day 1</a>
PRECALC/		How is mathematics	Trigonometry	Use trigonometric	Standard -	Zeros	Unit: Functions and		<a href="#">Transformations of Trig Functions</a>
PRECALC/		How can mathematics	Trigonometry	Use Law of Sines and	Standard -	Heron's Formula	Unit: Trigonometry		<a href="#">Area of Triangles, Day 1</a>
PRECALC/			Trigonometry		Standard -	Zeros	Unit: Functions and		<a href="#">Right Triangles and Trigonometric Ratios</a>
PRECALC/			Trigonometry		Standard -	Identity	Unit: Analytic Trigonometry		<a href="#">Trigonometric Identities, Day 1</a>
PRECALC/			Trigonometry		Standard -	Identity	Unit: Analytic Trigonometry		<a href="#">Trigonometric Identities, Day 1</a>
PRECALC/			Trigonometry		Standard -	Inverse	Unit: Analytic Trigonometry		<a href="#">Solving Trigonometric Equations, Day 1</a>
PRECALC/			Trigonometry		Standard -	Inverse	Unit: Analytic Trigonometry		<a href="#">Solving Trigonometric Equations, Day 1</a>
PRECALC/	Mathematical	How are relationships	Polar Coordinate	Convert between	Standard -	Rectangular form of	Unit: Complex Numbers	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or Learning support room	<a href="https://drive.google.com/file/d/1meXtr3nUc4l1uyek_p6In2-6De-AYuF/view?usp=sharing">https://drive.google.com/file/d/1meXtr3nUc4l1uyek_p6In2-6De-AYuF/view?usp=sharing</a>
PRECALC/	Mathematical relations	How can expressions,	Polar Coordinate	Perform operations	Standard -	Modulus	Unit: Complex Numbers		<a href="https://drive.google.com/file/d/1bfWvPYKZlg9xO-AJA35HwGgqL5gH-sWp/view?usp=sharing">https://drive.google.com/file/d/1bfWvPYKZlg9xO-AJA35HwGgqL5gH-sWp/view?usp=sharing</a>
PRECALC/	Mathematical	How can data be	Polar Coordinate	Perform operations	Standard -	Field properties of	Unit: Complex Numbers		<a href="https://drive.google.com/file/d/1LOWvNXuXev79v8fcQD65jVbvlN6NcpAp/view?usp=sharing">https://drive.google.com/file/d/1LOWvNXuXev79v8fcQD65jVbvlN6NcpAp/view?usp=sharing</a>
PRECALC/		How is mathematics	Polar Coordinate		Standard -	Sum of complex	Unit: Complex Numbers		<a href="https://drive.google.com/file/d/1LOWvNXuXev79v8fcQD65jVbvlN6NcpAp/view?usp=sharing">https://drive.google.com/file/d/1LOWvNXuXev79v8fcQD65jVbvlN6NcpAp/view?usp=sharing</a>
PRECALC/		How can mathematics	Polar Coordinate		Standard -	Rectangular form of	Unit: Complex Numbers		<a href="https://drive.google.com/file/d/1meXtr3nUc4l1uyek_p6In2-6De-AYuF/view?usp=sharing">https://drive.google.com/file/d/1meXtr3nUc4l1uyek_p6In2-6De-AYuF/view?usp=sharing</a>



2024 -2029 Charter Renewal Application

K-12 Curriculum Framework for Science



2024 – 2029 Charter Renewal Application

Elementary Science Framework

(1 of 20 Pages)

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>PHYSICAL SCIENCE</b>											
1	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	N/A		Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.3.16.2.3</a> Science A-Z Properties: What is Matter?; BOOST: Experimenting with Ice Part 1 (Katie Barnett)
1	Interactions between any two objects can cause changes in one or both.	How can one explain and predict interactions between objects within systems?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	N/A		Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	Science A-Z Properties: What is Matter?; BOOST: Experimenting with Ice Part 1 (Katie Barnett)
1	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	N/A		Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	Science A-Z: Unit - Properties: Matter Changes States
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Sound can make matter vibrate, and vibrating matter can make sound. (PS4.A)	Plan and conduct investigations to provide evidence that vibrating materials can make sound. (1-PS4-1)	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another 3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object. 3.2.1.B5 Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Energy Investigation Materials Sound Vibration Waves	OLS Science E1: Unit 4 Sound and Light - Lesson 3 and 4; Science A-Z: Unit - Energy	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn, Text Read Aloud, Focus Window, Highlight to Define Words, Highlight to Translate Words, Text Transcript	<a href="#">Science.1.Barnett.9.14-9.15.22.pdf</a> <a href="#">Science.1.Barnett.4.12-4.13.23</a>
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	An object can be seen when light reflected from its surface enters the eyes. (PS4.B)	Investigate and explain that for an object to be seen, light must be reflected off the object and enter the eye. (1-PS4-2)	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another 3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object. 3.2.1.B5 Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Energy Light Reflection Surface Wave	OLS Science E1: Unit 4 Sound and Light - Lesson 5; Science A-Z: Unit - Light	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.9.21.2.2.pdf</a> <a href="#">Science.1.Barnett.5.25.2.3</a>

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information	Light travels from place to place. (PS4.B)	Make observations to construct an evidence-based account that light travels from place to place.	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Light	OLS Science E1: Unit 4 Sound and Light - Lesson 7; Science A-Z: Unit - Light	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.4.19-4.20.23</a> <a href="#">Science.1.Barnett.5.24.23</a>
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Mirrors can be used to reflect light. (PS4.B)	Plan and conduct an investigation to redirect light beams using mirrors. (1-PS4-3)	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another 3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object. 3.2.1.B5 Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Light beam Mirror Reflection	OLS Science E1: Unit 4 Sound and Light - Lesson 8; Science A-Z: Unit - Light	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.5.17-5.18.23.pdf</a>
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Materials allow light to pass through them in varying degrees. (PS4.B)	Investigate to determine the effect of placing objects made of different materials in a beam of light. (1-PS4-3)	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Materials Opaque Translucent Transparent	OLS Science E1: Unit 4 Sound and Light - Lesson 9; Science A-Z: Unit - Light	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.4.26-4.27.23</a> <a href="#">Science.1.Barnett.5.3-5.4.23</a>
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Objects can be seen if light is available to illuminate the object or if they give off their own light. (PS4.B)	Make observations to construct an evidence-based account that objects can be seen when illuminated. (1-PS4-2)	3.2.1.B5 Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam. 3.2.1.B7 Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Illuminate Light	OLS Science E1: Unit 4 Sound and Light - Lesson 5,7 and 10; Science A-Z: Unit - Light	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.4.26-4.27.23</a>

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	A variety of devices are used to communicate over long distances. (PS4.C)	Use tools and materials to design a device that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)	3.4.3.D1 Identify people’s needs and wants and define some problems that can be solved through the design process. 3.2.1.B7 Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Communicate Distance Sound	OLS Science E1: Unit 4 Sound and Light - Lesson 1,2 and 4	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.3.22-3.23.23.pdf</a> <a href="#">Science.1.Barnett.3.29-3.30.23</a>
1	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	People depend on various technologies in their lives; human lives would be different without technology. (PS4.C)	Design and build a device that uses light to communicate. (1-PS4-4)	3.2.1.B7 Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. 3.4.3.E4 Recognize that information and communication technology is the transfer of messages	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Communicate Design Device	OLS Science E1: Unit 4 Sound and Light - Lesson 1,2 and 4	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.3.23.23.pdf</a>
<b>LIFE SCIENCE</b>											
1	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Organisms have external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1.A)	Observe and categorize living and nonliving things by external characteristics. (1-LS1-1)	3.1.4.A1 Classify plants and animals according to the physical characteristics that they share. 3.1.4.B2 Recognize that reproduction is necessary for the continuation of life.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Organism Structures	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 1	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.10.12-10.13.22.pdf</a>

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Organisms have external structures that help them survive, grow and meet their needs. (LS1.A)	Make observations and describe the different parts of organisms that help them survive, grow, and meet their needs. (1-LS1-2)	3.1.2.C2 Explain that living things can only survive if their needs are being met.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Grow Movement Observations Parts (roots, leaves, stems, fruit) Reproduce Survival Survive	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 2	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.11.2-11.3.22.pdf</a> <a href="#">Science.1.Barnett.11.9-11.10.22</a> <a href="#">Science.1.Barnett.11.16-11.17.22</a>
1	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Organisms have external structures that help them survive, grow and meet their needs. (LS1.A)	Design a model that replicates the function of an organism's structure. (1-LS1-1)	3.1.4.A8 MODELS Construct and interpret models and diagrams of various animal and plant life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Behavior Model	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 3	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.11.16-11.17.22</a>
1	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Parents and offspring engage in behaviors that help the offspring to survive. (LS1.B)	Observe and determine patterns in behavior of parents and offspring that help offspring survive. (1-LS1-2)	3.1.2.C2 Explain that living things can only survive if their needs are being met.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Behavior Observe Offspring Patterns	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 2	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.11.30-12.1.22</a>
1	Organisms have external structures that help them survive, grow and meet their needs.	Organisms have external structures that help them survive, grow and meet their needs.	Organisms have external structures that help them survive, grow and meet their needs. (LS1.A)	Classify plants and animals according to physical characteristics they share. (1-LS1-1)	3.1.4.A1 Classify plants and animals according to the physical characteristics that they share.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Classify Physical characteristic	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 4	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.1.11-1.12.23</a>
1	Organisms have external structures that help them survive, grow and meet their needs.	Organisms have external structures that help them survive, grow and meet their needs.	Every human made product is designed by applying knowledge of the natural world and is built using materials from nature. (LS1.A)	Use materials to design a solution to a human problem by mimicking how plant or animals use their external parts to help them survive, grow and meet their needs. (1-LS3-1)	3.1.4.A2 Describe the different resources that plants and animals need to live. 3.6.4.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Mimic Problem Solution	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 5	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.10.126.22.pdf</a>

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	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?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	N/A	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 5, 6	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science 1 Barnett 11.9.22.pdf</a>
1	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Young animals are very much but not exactly like their parents. Plants also are very much, but not exactly, like their parents. (LS3.A)	Make observations and to construct an evidence-based account that young plants and animals are alike but not exactly like their parents. (1-LS3-1)	3.1.4.B5 PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals. 3.1.4.C1 Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers. Describe how environmental changes can cause extinction in plants and animals. 3.1.4.C2 Describe plant and animal adaptations that are important to survival. Standard - 3.1.K.B1 Observe and describe how young animals resemble their parents and other animals of the same kind.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Similar Vary	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 7, 9 and 12	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.12.14-12.15.22.</a>
1	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Adult plants and animals have young. In many kinds of animals, parents and the offspring engage in behaviors that help the offspring to survive. (LS1.B)	Note patterns in characteristics or behaviors that appear in adult and offspring (e.g. hair color, eye color.). (1-LS1-2)	Standard - 3.1.4.B1 Describe features that are observable in both parents and their offspring.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Offspring Patterns	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 8, 9 and 12	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.10.19.22.pdf</a> <a href="#">Science.1.Barnett.11.30-12.1.22</a> <a href="#">Science.1.Barnett.12.7-12.8.22</a> <a href="#">Science.1.Barnett.1.4-1.5.23</a> <a href="#">Science.1.Barnett.1.11-1.12.23</a>
1	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Offspring resemble their parents, but can also vary in many ways. (LS3.A)	Conduct an investigation (e.g. plant seeds, eggs) and cite evidence of change from young to adult. (1-LS3-1)	3.1.4.B6 Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Characteristics Evidence Inherit Offspring Parents	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 9 and 12	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.12.7-12.8.22</a>

1st Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Plants and animals have a life cycle.	Observe and compare the stages of life cycles of organisms (plants & animals).	3.1.K.A.3 Observe, compare, and describe stages of life cycles for plants and/or animals.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.1 Proficiency Level 1: Entering: 16.4.1.1W Draw and label pictures of stages of life cycles using illustrated word banks (e.g. seed, sprout). Proficiency Level 2: Emerging: 16.4.1.2W Describe the stages of life cycles using drawings and phrases and illustrated word bank. Proficiency Level 3: Developing: 16.4.1.3W Describe the stages of life cycles using phrases and sentences with an illustrated word bank. Proficiency Level 4: Expanding: 16.4.1.4W Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer. Proficiency Level 5: Bridging: 16.4.1.5W Produce stories about the stages of life cycles with	Plants Animals Life cycles	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 10	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.12.7-12.8.22</a>
1	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	N/A	OLS Science E1 Course: Unit 2 Plant and Animal Adaptations Lesson 11	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science 1 Barnett 1.4.23.pdf</a>
<b>EARTH AND SPACE SCIENCE</b>											
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	Observable changes and patterns in the sky are caused by motions in the Earth-moonsun system. (ESS1.A)	Use observations of stars, moon, and sun in the day and night sky to describe patterns that can be predicted. (1-ESS1-1)	3.3.2.B1 Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. 3.3.4.B1 Identify planets in our solar system and their basic characteristics. Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. 3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes. PATTERNS/PHASES Identify major lunar phases. PATTERNS Explain time (days, seasons) using solar system motions. 3.3.PK.B.1 Identify objects that can be found in the	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Changes Describe Moon Observe Pattern Predict Star Sun System	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 1	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.1.18-1.19.23.pdf</a> <a href="#">Science.1.Barnett.1.25-1.26.23</a> <a href="#">Science.1.Barnett.2.1-2.2.23</a> <a href="#">Science.1.Barnett.2.15-2.16.23</a>
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	The motion of the sun, moon and earth relates to time. (days, months, years). (ESS1.B)	Use observations to compare the motion of the sun, earth and moon as it relates to time. (1-ESS1-1)	3.3.2.B1 Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. 3.3.3.B1 Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Earth Moon Motion Sun	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 2 and 3	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.2.22-2.23.23.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	Observable changes and patterns in the sky are caused by motions in the Earth-moonsun system. (ESS1.A)	Observe and describe patterns of objects in the sky that are cyclic and can be predicted. (1-ESS1-2)	3.3.2.B1 Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset. 3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes. PATTERNS/PHASES Identify major lunar phases. PATTERNS Explain time (days, seasons) using solar system motions. 3.3.3.B1 Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month. 3.3.3.B3 Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Patterns	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 4 and 7	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science.1.Barnett.2.8.23.pdf</a>
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted. (ESS1.A)	Observe, describe, and predict patterns of daily change in the appearance and visibility of the moon and sun. (1-ESS1-2)	3.3.3.B1 Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky. Describe the changes that occur in the observable shape of the moon over the course of a month. 3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes. PATTERNS/PHASES Identify major lunar phases. PATTERNS Explain time (days, seasons) using solar system motions.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Predict Sky Sunrise Sunset	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 5 and 6	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.3.1-3.2.23.pdf</a>
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	Seasonal patterns of sunrise and set can be observed, described and predicted. (ESS1.B)	Observe, describe, and predict patterns of seasonal change in the timing and position of sunrise and sunset. (1-ESS1-2)	3.3.2.B1 Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Sunrise Sunset	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 8	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science.1.Barnett.3.8-3.9.23</a> <a href="#">Science.1.Barnett.3.15.23</a>
1	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	Through the use of tools and or media objects can be observed more clearly than with the naked eye.	Use scientific tools such as binoculars or telescopes to enhance observations.	3.3.4.B1 Identify planets in our solar system and their basic characteristics. Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. 3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes. PATTERNS/PHASES Identify major lunar phases. PATTERNS Explain time (days, seasons) using solar system	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>	Binocular Telescope Tools	OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 1 and 5	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">Science 1 Barnett 1.18.23.pdf</a>

Ist Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 2, 3, 5, 8	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science 1 Barnett 2.1.23.pdf</a>
1	The Earth's processes affect and are affected by human activities.	How do Earth's processes and human activities affect each other?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-1.pdf</a>		OLS Science E1 Course: Unit 3 The Universe and Its Stars Lesson 2, 3, 5, 8	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">Science 1 Barnett 3.8.23.pdf</a>

2nd Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Vocabulary	Curriculum	Modifications	Lesson Plan
2	Matter can be understood	How can one explain	Different kinds of	Observe, describe,	3.2.3.A1 Differentiate between properties of objects such as size,	PA ELD Standard 1: English language learners	Standard Area - ELD 16.4.2-3	S4.C.1.1.1 Use physical properties [e.g.,	Classify	Unit 2 Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 2 Lesson</a>
2	Matter can be understood	How can one explain	Matter can be	Observe, describe,	3.2.3.A1 Differentiate between properties of objects such as size,	PA ELD Standard 1: English language learners		S4.C.1.1.1 Use physical properties [e.g.,	Color	Unit 2 Lesson 2	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Matter can be understood	How can one explain	Different kinds of	Plan and carry out	3.2.1.A.1 Observe and describe the properties of liquids and solids.	PA ELD Standard 1: English language learners		S4.C.1.1.1 Use physical properties [e.g.,	Investigation	Unit 2 - Lesson 6	Modifications for reading - repeated readings.	<a href="#">Unit 2 Lesson</a>
2	Matter can be understood	How can one explain	Matter can be	Plan and carry out	3.2.1.A.3 Identify how heating, melting, cooling, etc., may cause	PA ELD Standard 1: English language learners		S4.C.1.1.2 Categorize/group objects using	Liquid	Unit 2 - Lesson 2	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Matter can be understood	How can one explain	Heating or cooling	Construct an	3.2.2.A.3 Demonstrate how heating and cooling may cause changes in	PA ELD Standard 1: English language learners		S4.C.1.1.1 Use physical properties [e.g.,	Argument	Unit 2 - Lesson 10	Modifications for reading - repeated readings.	<a href="#">Unit 2 Lesson</a>
2	Matter can be understood	How can one explain	Different	Analyze data from	3.4.4.A2	PA ELD Standard 1: English language learners		S4.C.1.1.2 Categorize/group objects using	Data	Unit 2 Lesson 6	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Matter can be understood	How can one explain	A great variety of	Design an object built	3.1.4.A9	PA ELD Standard 1: English language learners		S4.A.3.2 Use models to illustrate simple	Construct	Unit 2 - Lesson 8	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Matter can be understood	How can one explain	A great variety of	Make observations of	3.1.4.A9	PA ELD Standard 1: English language learners		S4.A.3.2 Use models to illustrate simple	Construct	Unit 2 - Lesson 8	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Organisms grow,	How and why do	Animals can move	Develop a model to	3.1.4.A8	PA ELD Standard 1: English language learners		S4.B.1.1.1 Identify life processes of living	Pollination	Unit 4 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 4 Lesson</a>
2	Organisms grow,	How and why do	Different plants	Plan and carry out	3.1.4.A.2 Describe the different resources that plants and animals need	PA ELD Standard 1: English language learners		S4.B.2.1.1 Identify characteristics for plant	Soil	Unit 4 - Lesson 3	Modifications for reading - repeated readings.	<a href="#">Science LAB</a>
2	Organisms grow,	How and why do	Organisms obtain	Obtain, evaluate, and	3.1.4.A.2 Describe the different resources that plants and animals need	PA ELD Standard 1: English language learners		S4.B.2.1.1 Identify characteristics for plant	Environment	Unit 4 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 4 Lesson</a>
2	Organisms grow,	How and why do	Plants depend on	Plan and conduct an	3.1.4.A.2 Describe the different resources that plants and animals need	PA ELD Standard 1: English language learners		S4.B.2.1.1 Identify characteristics for plant	Minerals	Unit 4 - Lesson 2	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Biological evolution	How can there be so	Living things can	Construct an	3.1.4.A2	PA ELD Standard 1: English language learners		S4.B.2.1.2 Explain how specific adaptations	Biodiversity	Unit 4 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	Biological evolution	How can there be so	There are many	Observe and	3.1.4.A5	PA ELD Standard 1: English language learners		S4.B.2.1.1 Identify characteristics for plant	Biodiversity	Unit 4 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	The Earth is a complex and	How and why is Earth	Earth has	Make observations	3.3.4.A1 Describe basic landforms.	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Erosion	Unit 3 - Lesson 3	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>
2	The Earth is a complex and	How and why is Earth	Wind and water	Compare multiple	3.3.3.A1 Explain and give examples of the ways in which soil is formed.	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Earth	Unit 3 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 3 Lesson</a>
2	The Earth is a complex and	How and why is Earth	Maps display	Describe kinds and	3.3.4.A6 MODELS/SCALE	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Geographic	Unit 3 - Lesson 7	Modifications for reading - repeated readings.	<a href="#">Unit 3 Lesson</a>
2	The Earth is a complex and	How and why is Earth	Maps show where	Develop a model to	3.3.4.A6 MODELS/SCALE	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Model	Unit 3 - Lesson 8	Modifications for reading - repeated readings.	<a href="#">Unit 3 Lesson</a>
2	The Earth is a complex and	How and why is Earth	Water is found in	Investigate and	3.3.3.A4 Connect the various forms of precipitation to the weather in a	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Accumulation	Unit 2 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 3 Lesson</a>
2	The Earth is a complex and	How and why is Earth	Water is found in	Use observations to	3.3.4.A5 Describe basic weather elements.	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Accumulation	Unit 2 - Lesson 1	Modifications for reading - repeated readings.	<a href="#">Unit 3 Lesson</a>
2	The Earth's processes	How do Earth's	All materials,	Investigate what	3.3.4.A2 Identify basic properties and uses of Earth's materials	PA ELD Standard 1: English language learners		S4.A.1.1 Identify and explain the application	Community	Unit 3 - Lesson 5	Modifications for reading - repeated readings.	<a href="#">2nd Grade</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
3	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	N/A	N/A	N/A	N/A	N/A				
3	Interactions between any two objects can cause changes in one or both.	How can one explain and predict interactions between objects within systems?	Each force acts on one particular object and has both strength and a direction.	Investigate the variables that may affect how objects move across a floor, down a ramp, etc.	in many ways. 3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat. 3.2.4.B1 3.2.4.B2 3.2.3.B6 ENERGY Recognize that light from the sun is an important source of energy for living	S4.C.3.1 Identify and describe different types of force and motion resulting from these forces, or the effect of the interaction between force and motion.	Acceleration Force Speed Velocity	3.2.3.B1: Explain how movement can be described in many ways. (3 skills) 3.2.3.B2.a: Explore energy's ability to cause motion or create change. (1 skill)	Unit 5 Lessons 1, 5, 7, 9-11 Motion and Forces		<a href="#">Lesson 5.1 Science 3rd Grade Ba</a>
3	Interactions between any two	How can one explain and predict	An object at rest typically has multiple forces	Construct an explanation for why an object	3.2.4.B1 Explain how an object's change in	S4.C.3.1 Identify and describe different types	Systems	None	Unit 5 Lessons 7, 11 Motion and		<a href="#">Lesson 5.7 Science 3rd Grade Ba</a>
3	Interactions between any two	How can one explain and predict	Forces that do not sum to zero can cause	Through the use of objects, design an	3.2.3.B1 Explain how movement can be described	S4.A.2.1 Apply skills necessary to conduct an	Design	3.2.3.B1: Explain how	Unit 5 Lessons 1, 5, 7, 9-11		<a href="#">Lesson 5.7 Science 3rd Grade Ba</a>
3	Interactions between any two	How can one explain and predict	Patterns of an object's motion in various	Take measurements of objects in motion	3.2.3.B1 Explain how movement can be described	S4.A.1.3 Recognize and describe change in	Motion	3.2.3.B1: Explain how	Unit 5 Lessons 1-5, 10 Motion		<a href="#">Lesson 5.1 Science 3rd Grade Sa</a>
3	Interactions between any two	How can one explain and predict	When past motion exhibits a regular pattern,	Investigate the motion of objects to	3.2.3.B1 Explain how movement can be described	S4.C.3.1 Identify and describe different types	Force	3.2.3.B1: Explain how	Unit 5 Lessons 1-4 Motion and		<a href="#">Lesson 5.2 Science 3rd Grade Ba</a>
3	Interactions between any two	How can one explain and predict	When past motion exhibits a regular pattern,	Provide evidence that a pattern can be used	3.2.3.B1 Explain how movement can be described	S4.C.3.1 Identify and describe different types	Force	3.2.3.B1: Explain how	Unit 5 Lessons 1-4 Motion and		<a href="#">Lesson 5.2 Science 3rd Grade Sa</a>
3	Interactions between any two	How can one explain and predict	Objects in contact exert forces on each other.	Design and implement an investigation to	3.2.3.B1 Explain how movement can be described	S4.A.2.1 Apply skills necessary to conduct an		3.2.3.B1: Explain how	Unit 5 Lessons 6, 14 Motion and		<a href="#">Lesson 5.6 Science 3rd Grade Ba</a>
3	Interactions of objects or systems	How is energy transferred and	N/A	N/A	N/A	N/A	N/A		Unit 5 Lesson 12 Motion and		<a href="#">Lesson 5.12 Science 3rd Grade B</a>
3	Waves are a repeating pattern of	How are waves used to transfer energy	N/A	N/A	N/A	N/A	N/A				
3	All organisms are made of cells and	How do organisms live, grow, respond	Reproduction is essential to the continued	Use models to explain how reproduction is	3.1.4.A Classify plants and animals according to	S4.A.3.2	Life cycle	None	Unit 2 Lessons 1-4, 8-11		<a href="#">Lesson 2.2 Science 3rd Grade Ba</a>
3	Organisms grow, reproduce, and	How and why do organisms interact	Animals depend on each other and their	Based on observations, construct an	3.1.4.A Classify plants and animals according to	S4.A.3.1.2	Basic needs	None	Unit 2 Lessons 1, 2, 5-7		<a href="#">Lesson 2.5 Science 3rd Grade Ba</a>
3	Heredity refers to specific	How are the characteristics of one	Different organisms vary in how they look and	Analyze and interpret data to provide	3.1.3.B1	S4.A.2.1.3	Inheritance	3.1.3.B1: Understand	Unit 2 Lessons 8-11 Organisms		<a href="#">Lesson 2.8 Science 3rd Grade Ba</a>
3	Heredity refers to specific	How are the characteristics of one	The environment also affects the traits that an	Use evidence to support an explanation that	3.1.3.B1	S4.A.2.1.3	Environment	3.1.3.B1: Understand	Unit 3 Lessons 1-5, 14		<a href="#">Lesson 3.2 Science 3rd Grade Ba</a>
3	Heredity refers to specific	How are the characteristics of one	Many characteristics involve both inherited	Use evidence to compare characteristics	3.1.4.A	S4.B.2.1.1	Characteristics	None	Unit 3 Lessons 1-5, 14		<a href="#">Lesson 3.3 Science 3rd Grade Sa</a>
3	Biological evolution explains both	How can there be so many similarities	Some plants and animals that once lived on	Analyze and interpret data from fossils to	3.1.2.C3	S4.A.2.1.4	Extinct	3.1.3.C3: Recognize	Unit 3 Lessons 15-19 Organisms		<a href="#">Fossil Science 3rd Grade Sauro.f</a>
3	Biological evolution explains both	How can there be so many similarities	Changes in an organism's habitat can be	Use evidence to argue that when the	3.1.4.A	S4.B.3.2.1	Adapt	None	Unit 3 Lessons 1, 5 Organisms		<a href="#">Lesson 3.1 Science 3rd Grade Ba</a>
3	Biological evolution explains both	How can there be so many similarities	Populations live in a variety of habitats and	Using evidence, make a claim about merits	3.1.4.A	S4.B.3.2.1	Habitats	None	Unit 3 Lessons 1, 5 Organisms		<a href="#">Lesson 3.1 Science 3rd Grade Sa</a>
3	Biological evolution explains both	How can there be so many similarities	Sometimes differences in characteristics	Use evidence to construct an explanation for		S4.A.1.3.4			Unit 3 Lessons 6, 8-9 Organisms		<a href="#">Lesson 3.6 Science 3rd Grade Ba</a>
3	Biological evolution explains both	How can there be so many similarities	Fossils provide evidence about the types of	Use evidence to construct an explanation	3.1.4.A	S4.B.2.1.2	Fossils	None	Unit 3 Lessons 15-19 Organisms		<a href="#">Lesson 3.15 Science 3rd Grade B</a>
3	Biological evolution explains both	How can there be so many similarities	Fossils provide evidence about the types of	Obtain and communicate information that	3.1.4.A	S4.B.2.1.2	Microscopic	None	Unit 3 Lessons 15-19 Organisms		<a href="#">Lesson 3.16 Science 3rd Grade B</a>
3	Biological evolution explains both	How can there be so many similarities	Fossils can be compared with one another and	Use evidence from fossil records to	3.1.4.A	S4.B.2.1.2	Explanation	3.1.3.C3: Recognize	Unit 3 Lessons 15-19 Organisms		<a href="#">Lesson 3.15 Science 3rd Grade S</a>
3	Biological evolution explains both	How can there be so many similarities	Fossils can be compared with one another and	Use evidence to construct explanations for	3.1.4.A	S4.B.2.1.2	Fossil	None	Unit 3 Lessons 15-19 Organisms		<a href="#">Lesson 3.16 Science 3rd Grade S</a>
3	Biological evolution explains both	How can there be so many similarities	Sometimes the differences in characteristics	Use evidence to explain how some	3.1.3.C1	S4.B.2.1.2	Reproduce	3.1.3.C1.b: Recognize	Unit 3 Lessons 6, 8-9 Organisms		<a href="#">Lesson 3.6 Science 3rd Grade Sa</a>
3	Biological evolution explains both	How can there be so many similarities	Humans, like all other organisms, obtain living	Use evidence to demonstrate how humans,	3.1.4.A	S4.B.3.3.1	Living	None	Unit 3 Lesson 10 Organisms and		<a href="#">Lesson 3.10 Science 3rd Grade B</a>
3	The universe is composed of a	What is the universe, and what is	N/A	N/A	N/A	N/A	N/A				
3	The Earth is a complex and dynamic	How and why is Earth constantly	Scientists record patterns of the weather	Organize simple weather data sets to record	3.3.3.A4	S4.A.1.1	Atmosphere	3.3.3.A5: Explain how	Unit 3 Lessons 1-7, 13-19		<a href="#">Lesson 3.7 Science 3rd Grade Ba</a>
3	The Earth is a complex and dynamic	How and why is Earth constantly	Climate describes a range of an area's typical	Record and communicate information to	3.3.3.A4	S4.A.1.1	Climate	3.3.3.A5: Explain how	Unit 3 Lessons 1-4, 7, 13-19		<a href="#">Lesson 3.13 Science 3rd Grade B</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
4 (Physical Science)	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	N/A	N/A	3.2.4.A1 Identify and classify objects based on their observable and measurable physical properties. Compare and contrast solids, liquids, and gases based on their properties.	S4.C.1.1 Describe observable physical properties of matter.	matter atom	Unit 1, Lessons 1 - 5	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">4th Grade Science Unit 1 Lessons 1-5.docx</a>
4 (Physical Science)	Interactions between any two objects can cause changes in one or both.	How can one explain and predict interactions between objects within systems?	When objects touch or collide, they push on one another and can change motion or shape. Magnets create a magnetic field that can exert an attracting or repelling force on other objects that can affect motion. (PS2.B) (PS3.C)	Investigate the forces between two or more magnets to identify patterns. (3-PS2-4) (3-PS2-2)	3.2.3.B1 Explain how movement can be described in many ways. 3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat.	S4.C.3.1 Identify and describe different types of force and motion resulting from these forces, or the effect of the interaction between force and motion.	Attract Collision Friction Gravity Magnets Repel	Unit 1, Lessons 1 - 5 Unit 2, Lessons 1 -2	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">What is Friction 4th Grade Craig.pdf</a>
			Magnets create a magnetic field that can exert an attracting or repelling force on other objects that can affect motion. (PS2.B)	Investigate the push-and-pull forces between objects not in contact with one another. (3-PS2-3)	3.2.4.B1 Explain how an object's change in motion can be observed and measured.					<a href="#">What is Friction 4th Grade Craig.pdf</a>
			When objects touch or collide, they push on one another and can change motion or shape. Magnets create a magnetic field that can exert an attracting or repelling force on other objects that can affect motion. (PS2.A)	Design and refine solutions to a problem by using magnets to move objects not in contact with one another. (3-PS2-3)	3.2.3.B1 Explain how movement can be described in many ways. 3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat 3.2.4.B1 Explain how an object's change in motion can be observed and measured. 3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another. 3.2.3.B6 ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.					<a href="#">What is Magnetism 4th Grade Craig</a>
			Materials that allow electricity to flow are conductors; those that do not are insulators. (PS3.A)	Investigate and describe conductors and insulators. (4-PS3-1)	3.2.4.B4 Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. Compare and contrast series and parallel circuits. Demonstrate that magnets have poles that repel and attract each other.	S4.C.1.1.1 Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. S4.C.2.1.3 Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off switches.	Conductor Electricity Insulator	Unit 2, Lessons 14 - 19	<a href="#">What is energy 4th Grade Craig.pdf</a>	

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			Electrical circuits require a complete loop through which an electrical current can pass. (PS3.A)	Construct serial and parallel circuits and describe the path of electrons in the circuit. (4-PS3-1)		S4.C.2.1.3 Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off switches.	Parallel circuit Serial circuit System			<a href="#">Electrical Energy-Parallel and Series Circuits 4th Grade Craig.pdf</a>
			An open circuit is an incomplete electric pathway; a closed circuit is a complete pathway. (PS3.A)	Demonstrate and explain open and closed circuits utilizing switches. (4-PS3-1)	3.2.3.B4 Identify and classify objects and materials that are conductors or insulators of electricity. Identify and classify objects and materials as magnetic or non-magnetic. 3.2.4.B4 Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. Compare and contrast series and parallel circuits. Demonstrate that magnets have poles that repel and		Closed circuit Open circuit Switch System			<a href="#">Electrical Energy Closed and Open Circuits 4th Grade Craig.pdf</a>
			A core of iron or steel becomes an electromagnet when electricity flows through a coil of insulated wire surrounding it. (PS3.B) (PS2.B)	Construct an electromagnet and plan an investigation to determine how one can make the electromagnet stronger or weaker. (4-PS3-4) (3-PS2-3)	3.2.6.B4 Describe how electric current produces magnetic forces and how moving magnets produce electric current. Derive Ohm's Law through investigation of voltage, current, and resistance. 3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another. 3.2.5.B3 Demonstrate how heat energy is usually a byproduct of an energy transformation. 3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made	S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.	Current Electromagnet System	Unit 1, Lessons 1 - 5 Unit 2, Lessons 1 -2		<a href="#">What is energy 4th Grade Craig.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			Electromagnetic forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS3.B) (PS2.B)	Plan and carry out an investigation to determine factors that affect the strength of electric and magnetic forces. (4-PS3-4) (3-PS2-3)	3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made and used. 3.4.7.C2 Explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical		Current Electromagnetic forces			<a href="#">What is energy 4th Grade Craig.pdf</a>
			A system can appear to be unchanging when processes within the system are going on at opposite but equal rates (e.g., water behind a dam is at a constant height because water is flowing in at the same rate that water is flowing out).	Construct an explanation using data why an object subjected to multiple pushes and pulls might stay in one place or move.	3.2.4.B1 Explain how an object's change in motion can be observed and measured.	S4.C.3.1 Identify and describe different types of force and motion resulting from these forces, or the effect of the interaction between force and motion.	Pull Push Systems	Unit 2, Lessons 14 - 19		<a href="#">What is Friction 4th Grade Craig.pdf</a>
4 (Physical Science)	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Magnets can exert forces on other magnets or on materials, causing energy transfer between them (e.g., leading to changes in motion) even when the objects are not touching. (PS2.B)	Demonstrate the energy transfer between two objects using a magnet and another object. (3-PS2-3)	3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another. 3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made	S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.A.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Energy Force Magnet Transfer	Unit 1, Lessons 1 - 5 Unit 2, Lessons 1 -2	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">4th Grade Science Unit 1 Lessons 1-5.docx</a>
			The faster a given object is moving, the more energy it possesses. (PS3.A)	Use evidence to construct an explanation for the relationship between speed, energy and motion. (4-PS3-2)	3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects.	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the	Energy Motion	Unit 2, Lessons 1-2		<a href="#">Models, Systems, and Patterns Test Science 4th Grade Craig.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS3.A)	Carry out investigations to provide evidence that energy is transferred from place to place by sound, light, heat, electric currents, interacting magnets, and moving or colliding objects. (4-PS3-2)	3.2.4.B.2 Identify types of energy and their ability to be stored and changed from one form to another. 3.2.3.B.2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat 3.2.5.B.4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made	S4.C.3.1 Identify and describe different types of force and motion resulting from these forces, or the effect of the interaction between force and motion. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Collision Electric current Energy Energy transfer Heat Light Magnets Sound Transformation	Unit 2, Lessons 1 - 19		<a href="#">What is Magnetism 4th Grade Craig</a>
				Obtain and communicate information for how technology allows humans to concentrate, transport, and store energy for practical use. (4-PS3-4)	3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat 3.2.4.B.2 Identify types of energy and their ability to be stored and changed from one form to another.	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Electric current Energy Light Sound			<a href="#">4th Grade Science Unit 2 Lesson 1-7.docx</a>
				Design and construct a device that converts energy from one form to another using given design criteria. (4-PS3-4)	3.2.3.B.2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat 3.2.4.B.2 Identify types of energy and their ability to be stored and changed from one form to another.	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Electric current Energy Energy conversion Light Sound			<a href="#">4th Grade Science Unit 2 Lessons 14, 15.docx</a>
				Design and test a solution to a problem that utilizes the transfer of electric energy in the solution using given design constraints. (4-PS3-4)	3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Electric current Energy Light Sound <del>Transfer</del>			
				Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. (4-PS3-2)	3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Electric current Energy transfer Light Sound			
			Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3.A)	Develop a model using examples to explain differences between renewable and non-renewable sources of energy. (4-ESS3-1)	3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat	S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another. S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Electric current Light Non-renewable energy Renewable energy Sound			<a href="#">4th Grade Science Unit 2 Lesson 16.docx</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			Energy is present whenever there are moving objects, sound, light, or heat. (PS3.B)	Construct an explanation for the relationship between energy and motion. (4-PS3-2) (4-PS3-3)	3.2.3.B2 Explore energy's ability to cause motion or create change.		Energy Light Sound			<a href="#">4th Grade Science Unit 2 Lesson 1-7.docx</a>
			When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air. As a result, the air gets heated and sound is produced. (PS3.C)	Construct an investigation to demonstrate the relationship between energy and motion. (4-PS3-3)	Explore how energy can be found in moving objects, light, sound, and heat 3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.		Collision Energy Energy transfer Heat Force Light Motion Sound			<a href="#">4th Grade Science Unit 2 Lessons 8-13.docx</a>
			When objects collide, the contact forces transfer energy so as to change the motion of each object. (PS3.C)	Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)	3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another.		Collision Energy Energy transfer Force Motion			<a href="#">4th Grade Science Unit 2 Lessons 8-13.docx</a>
			The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. It is important to be able to concentrate energy so that it is available for use where and when it is needed (e.g., batteries). (PS3.D)	Obtain and communicate information explaining how technology allows humans to concentrate, transport, and store energy for practical use. (4-PS3-4)	3.2.12.B5 Research how principles of wave transmissions are used in a wide range of technologies. Research technologies that incorporate principles of wave transmission.		Battery Conversion Energy Production Stored Energy			<a href="#">Energy Transformations 4th Grade Craig.pdf</a>
4 (Physical Science)	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter	How are waves used to transfer energy and information?	Waves are regular patterns of motion, and can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move horizontally. (PS4.A)	Identify the patterns of waves by observing their motion in water. (4-PS4-1)	3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object. 3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.	S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.1.3.1 Observe and record change by using time and measurement. S4.A.2.1.4 State a conclusion that is consistent with the information/data.	Energy Information Motion Waves	Unit 1, Lessons 1 - 5 Unit 3, Lessons 1 - 7	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">4th Grade Science Unit 3 Lessons 1-7.docx</a>
				Provide evidence that waves transfer energy to objects as a wave passes. (4-PS4-1)	3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.		Energy transfer Information Motion Waves			<a href="#">Energy Transformations 4th Grade Craig.pdf</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave—observe, for example, a bobbing cork or seabird— except when the water meets the beach. (PS4.A)	Plan data collection methods and make observations to provide evidence that waves transfer energy to objects. (4-PS4-1)	3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object. 3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.		Energy transfer Waves			<a href="#">4th Grade Science Unit 3 Lesson 1-7.docx</a>
			Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS4.A)	Use a model to describe the amplitude and wavelength of waves. (4-PS4-1)			Amplitude Wavelength Waves			
			Earthquakes cause seismic waves, which are waves of motion in the Earth’s crust.(PS4.A)	Describe how similar seismic waves are to other types of waves. (4-PS4-1)			Earthquake Seismic Waves			
			An object can be seen when light reflected from its surface enters the eyes. (PS4.B)	Investigate and provide evidence that the color people see depends on the color of the available light sources as well as the properties of the surface of the object reflecting the light	3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another 3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate.		Reflection Refraction	Unit 3, Lessons 8 - 13		<a href="#">4th Grade Science Unit 3 Lessons 8-13.docx</a>
			The color people see depends on the color of the available light sources as well as the properties of the surface. (PS4.B)	Investigate and provide evidence that the color people see depends on the color of the available light sources as well as the properties of the surface of the object reflecting the light	Demonstrate how light can be reflected, refracted, or absorbed by an object.		Color Reflection			
			Digitized information (e.g., the pixels of a picture) can be stored for future recovery or transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (PS4.C)	Obtain and communicate information about modern devices that are used to transmit and receive digital information. (4-PS4-3)	3.4.4.B1 Describe how technology affects humans in various ways. 3.4.4.B3 Explain why new technologies are developed and old ones are improved in terms of needs and wants.		Decode Digitized information Encode Pixels Transmit			
4 (Life Science)	All organisms are made of cells and can be characterized by common aspects of their structure and functioning	How do organisms live, grow, respond to their environment, and reproduce?	Plants and animals have internal and external structures that serve various functions to survive. (LS1.A)	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)	3.1.4.A1 Classify plants and animals according to the physical characteristics that they share. 3.1.4.B 3.1.4.B5 PATTERNS Identify observable patterns	S4.B.1.1.5 Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed-producing plant).	Behaviors Cause and effect Function Offspring Reproduce Structure	Unit 1, Lessons 1 - 5 Unit 4, Lessons 1 - 8	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">4th Grade Science Unit 1 Lessons 1-5.docx</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	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?	N/A	N/A	in the physical characteristics of plants or groups of animals.3.1.4.C 4.1.4.A Explain how living things are dependent upon other living and nonliving things for survival. Explain what happens to an organism when its food supply, access to water, shelter or space (niche / habitat) is changed.	S4.A.3.1.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). S4.A.3.1.3 Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. S4.B.1.1.4 Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).	Survival System System Models			<a href="#">Living and Non-Living Science 4th Grade Craig.pdf</a>
	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	N/A	N/A	Identify similarities and differences between living organisms, ranging from single-celled to multi-cellular organisms through the use of microscopes, video, and other media. 4.5.4.C Describe how human	S4.B.1.1.1 Identify life processes of living things (e.g., growth, digestion, respiration). S4.B.1.1.2 Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics: appendages, type of covering, body segments). S4.B.1.1.3 Describe basic needs of plants and animals (e.g., air, water).				<a href="#">Science Review Units 1-3 4th Grade Craig.pdf</a>
4 (Earth and Space Science)	The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.	What is the universe, and what is Earth's place in it?	N/A	N/A	3.3.4.B1 Identify planets in our solar system and their basic characteristics. Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons. Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	S4.A.3.1.1 Categorize systems as either natural or human-made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle). S4.A.3.1.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium).	universe Earth	Unit 5, Lessons 1 - 27	Text read aloud Focus tool to highlight Words defined in text Words translated	<a href="#">Natural Patters - Seasonal Change Science 4th Grade Craig.pdf</a>
	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1.C)	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)	3.3.4.A3 Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.	S4.A.3.3.1 Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).	Fossils Rock formations	Unit 5, Lessons 4 - 7; 15 - 21		<a href="#">Models, Systems, and Patterns Test Science 4th Grade Craig.pdf</a>
			Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2.A)	Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (heating cooling, volume of water, speed of wind, deposition, slope angles, etc.) (4-ESS2-1)	3.3.5.A1 Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.	S4.D.11 S4.A.1.3.3 Observe and describe the change to objects caused by temperature change or light.	Deposition Erosion Vegetation Weathering	Unit 5, Lessons 3 - 6		<a href="#">4th Grade Science Unit 5 Lessons 3-6.docx</a>
			Living things affect the physical characteristics of their regions. (ESS2.E)	Make observations and document how living things affect the physical characteristics in different regions. (4-ESS2-1)			Physical characteristics	Unit 5, Lessons 1 - 2; 7 - 10		<a href="#">4th Grade Science Unit 5 Lesson 7.docx</a>

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
			The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. (ESS2.B)	Analyze and interpret data from maps to describe patterns of Earth's features. (4-ESS2-2)	3.3.4.A1 Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes. 4.5.4.D Describe a waste stream. Identify sources of waste derived from the use of natural resources. Identify those items that can be recycled and those that can not. Describe how everyday activities may affect the environment	S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes. S4.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem. S4.A.2.2 Identify appropriate instruments for a specific task and describe the information the instrument can provide. S4.A.3.1 Identify systems and describe relationships among parts of a familiar system (e.g., digestive system, simple machines, water cycle). S4.A.3.2 Use models to illustrate simple concepts and compare the models to what they represent. S4.A.3.3 Identify and make observations about patterns that regularly occur and	Biogeology Earthquake Geographic Geologic Hazards Mountain range Natural Plate tectonics Trench Volcano		<a href="#">4th Grade Science Unit 5 Lessons 8-10.docx</a>	
				Analyze and interpret data from maps to describe Earth's features (e.g., mountains, valleys, caves, sinkholes, lakes, rivers, peninsulas, lentic/lotic water systems, etc.). (4-ESS2-3)	3.3.4.A1 Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes	S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).	Analyze Features Interpret			<a href="#">4th Grade Science Unit 5 Lessons 1 &amp; 2.docx</a>
			Water occurs underground, above ground, and in the atmosphere. (ESS2.A)	Identify various types of water environments in Pennsylvania. (4-ESS2-2)	3.3.4.A4 Recognize Earth's different water resources, including both fresh and saltwater. Describe phase changes in the forms of water on Earth.	S4.D.1.1.1 Describe how prominent Earth features in Pennsylvania (e.g., mountains, valleys, caves, sinkholes, lakes, rivers) were formed. S4.D.1.1.2 Identify various Earth structures (e.g., mountains, watersheds, peninsulas, lakes, rivers, valleys) through the use of models. S4.D.1.1.3 Describe the composition of soil as weathered rock and decomposed organic remains.	Lakes Lentic Lotic Ponds Rivers Streams Watersheds	Unit 5, Lesson 3		<a href="#">4th Grade Science Unit 5 Lesson 3.docx</a>
			Many types of rocks and minerals are formed from the remains of organisms or are altered by their activities. (ESS1.C)	Use fossils as evidence to infer that some rocks were formed from the remains of once living organisms. (4-ESS1-1)	3.3.4.A3 Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time. 4.4.4.C Use scientific inquiry to investigate the composition of various soils.	S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems. S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes. S4.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem.	Erosion Fossil Landform Organism Minerals Rock layers	Unit 5, Lessons 4 - 7; 15 - 21		<a href="#">4th Grade Science Unit 5 Lessons 4-7.docx</a>
			The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-C)	Use evidence from patterns in rock formations and fossils in rock layers to support the explanation for a change in landforms and environments over time. (4-ESS1-1)						<a href="#">4th Grade Science Unit 5 Lessons 15-21.docx</a>

4th Grade Science Framework

Grade	Big Ideas	Essential Questions	Concepts	Competencies	Standards	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	The Earth's processes affect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Energy that humans use is derived from multiple natural sources and their use affects the environment in many ways. (ESS3.A)	Research multiple sources to describe ways that energy and fuels are derived from natural resources and their impact. (4-ESS3-1)	4.3.4.A Identify ways humans depend on natural resources for survival. Identify resources used to provide humans with energy, food, employment, housing and water.	S4.D.1.2.3 Recognize ways that humans benefit from the use of water resources (e.g., agriculture, energy, recreation).	Dams Fissile materials Fossil fuels Natural resources Solar	Unit 5, Lessons 22 - 27		<a href="#">4th Grade Science Unit 5 Lessons 22-27.docx</a>
			A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, etc.). Humans cannot eliminate the hazards, but can take steps to reduce the impact. (ESS3.B)	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)	3.3.4.A5 Describe basic weather elements. Identify weather patterns over time.	S4.A.3.3.1 Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle). S4.D.2.1.2 Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation). S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible	Earthquake Natural hazard Tsunami Volcanic eruptions Weather			<a href="#">What is weather 4th Grade Craig.pdf</a>



2024 -2029 Charter Renewal Application

Middle School Science Curriculum Framework



Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Science 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>(NGSS in Parentheses)</b>													
<b>Physical Science</b>													
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	When two or more different substances are mixed, a new substance with different properties may be formed. (PS1.B)	Plan and conduct an investigation to determine whether the mixing of two or more substances results in new substances (e.g., cooking, baking, burning, etc.). (5-PS1-4)	3.2.5.A6 3.2.3 A.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g. life cycles) in L1 or L2. Proficiency Level 2: Emerging: 16.4.4-5.2W Record observations of scientific phenomenon based on visuals/realia using a graphic organizer. Proficiency Level 3: Developing: 16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board. Proficiency Level 4: Expanding: 16.4.4-5.4W Produce journals based on scientific observations from classroom experiments. Proficiency Level 5: Bridging: 16.4.4-5.5W Summarize explanations and observations in a	S8.C.1.1.3 S8.A.1.3 S8.A.2.2 S8.A.2.1	- Chemical Reactions	- Chemical change vs. physical change - Mass - Temperature - Volume	5.3- Compounds and Molecules 5.4- Chemical Reactions 5.6- Identify Compounds  <b>Unit 2 Matter</b> <b>Lesson 2.15 Changes in Matter</b> <b>Lesson 2.16 Chemical Reactions</b> <b>Lesson 2.17 Conservation of Matter</b> <b>Lesson 2.18 Lab: Chemical Reactions 1</b> <b>Lesson 2.19 Lab: Chemical Reactions 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 2.15 Changes in Matter</a> <a href="#">Lesson 2.16 Chemical Reactions</a> <a href="#">Lesson 2.17 Conservation of Matter</a> <a href="#">Lesson 2.18 Lab Chemical Reactions 1</a> <a href="#">Lesson 2.19 Lab Chemical Reactions 2</a>
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. (PS1.A)	Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1)	3.2.5.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g. life cycles) in L1 or L2. Proficiency Level 2: Emerging: 16.4.4-5.2W Record observations of scientific phenomenon based on visuals/realia using a graphic organizer. Proficiency Level 3: Developing: 16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board. Proficiency Level 4: Expanding: 16.4.4-5.4W Produce journals based on scientific observations from classroom experiments. Proficiency Level 5: Bridging: 16.4.4-5.5W Summarize explanations and observations in a	S8.C.1.1.2 S8.A.1.3 S8.A.2.2 S8.A.2.1	- Physical & Chemical Properties	- Condensation - Evaporation - Matter - Particles	<b>Unit 2 Matter</b> <b>Lesson 2.1 What is Matter?</b> <b>Lesson 2.2 Describing Matter</b> <b>Lesson 2.3 Measuring Matter</b> <b>Lesson 2.4 Identifying Matter</b> <b>Lesson 2.5 Classifying Matter</b> <b>Lesson 2.6 Lab: Identifying Matter 1</b> <b>Lesson 2.7 Lab: Identifying Matter 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 2.1 What is Matter?</a> <a href="#">Lesson 2.2 Describing Matter</a> <a href="#">Lesson 2.3 Measuring Matter</a> <a href="#">Lesson 2.4 Identifying Matter</a> <a href="#">Lesson 2.5 Classifying Matter</a> <a href="#">Lesson 2.6 Lab: Identifying Matter 1</a> <a href="#">Lesson 2.7 Lab: Identifying Matter 2</a>
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Measurements of a variety of properties can be used to identify materials. (PS1.A)	Make observations and measurements to identify given materials based on their properties. ((5-PS1-3)	3.2.5.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g. life cycles) in L1 or L2. Proficiency Level 2: Emerging: 16.4.4-5.2W Record observations of scientific phenomenon based on visuals/realia using a graphic organizer. Proficiency Level 3: Developing: 16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board. Proficiency Level 4: Expanding: 16.4.4-5.4W Produce journals based on scientific observations from classroom experiments. Proficiency Level 5: Bridging: 16.4.4-5.5W Summarize explanations and observations in a	S8.C.1.1.2 S8.A.1.3 S8.A.2.2 S8.A.2.1	- Physical & Chemical Properties	- Hardness - Mass - Moh's scale - Porosity - Solubility - Streak tests - Volume	5.5-Acids/Bases  <b>Unit 1 Science and Engineering</b> <b>Lesson 1.3 Observations and Data</b>  <b>Unit 2 Matter</b> <b>Lesson 2.1 What is Matter?</b> <b>Lesson 2.2 Describing Matter</b> <b>Lesson 2.3 Measuring Matter</b> <b>Lesson 2.4 Identifying Matter</b> <b>Lesson 2.5 Classifying Matter</b> <b>Lesson 2.6 Lab: Identifying Matter 1</b> <b>Lesson 2.7 Lab: Identifying Matter 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 1.3 Observations and Data</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Science 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The amount of matter is conserved when it changes form. (PS1.A)	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total mass of matter is conserved. (5-PS1-2)	3.2.5.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g. life cycles) in L1 or L2. Proficiency Level 2: Emerging: 16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer. Proficiency Level 3: Developing: 16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board. Proficiency Level 4: Expanding: 16.4.4-5.4W Produce journals based on scientific observations from classroom experiments. Proficiency Level 5: Bridging: 16.4.4-5.5W Summarize explanations and observations in a	S8.C.1.1.2 S8.A.1.3 S8.A.2.2 S8.A.2.1	- Physical & Chemical Properties	- Conservation of mass	5.2- Periodic Table  <b>Unit 2</b> <b>Lesson 2.17 Conservation of Matter</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 2.17 Conservation of Matter</a>
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	When two or more different substances are mixed, a new substance with different properties may be formed; such occurrences depend on the substances and the temperature. (PS1.B)	Investigate the interaction of two or more substances to provide evidence that when different substances are mixed, one or more new substances with different properties may or may not be formed. (5-PS1-4)	3.2.6.A4 3.2.7.A4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.C.1.1.1 S8.A.1.3 S8.A.2.2 S8.A.2.1 S8.C.1.1.2 S8.C.1.1.3	- Elements, Compounds & Mixtures	- Chemical change - Mixtures vs. compounds	5.3- Compounds and Molecules 5.6- Identify Compounds  <b>Unit 2 Matter</b> <b>Lesson 2.15 Changes in Matter</b> <b>Lesson 2.16 Chemical reactions</b> <b>Lesson 2.17 Conservation of Matter</b> <b>Lesson 2.18 Lab: Chemical Reactions 1</b> <b>Lesson 2.19 Lab: Chemical Reactions 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 2.15 Changes in Matter</a> <a href="#">Lesson 2.16 Chemical Reactions</a> <a href="#">Lesson 2.17 Conservation of Matter</a> <a href="#">Lesson 2.18 Lab Chemical Reactions 1</a> <a href="#">Lesson 2.19 Lab Chemical Reactions 2</a>
5	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	No matter what reaction or change in properties occurs, the total mass of the substances does not change. (PS1.B)	Plan and carry out investigations to determine the effect on the total mass of a substance when the substance changes shape, phase, and/or is dissolved. (5-PS1-2)	3.2.5.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.4-5 Proficiency Level 1: Entering: 16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g. life cycles) in L1 or L2. Proficiency Level 2: Emerging: 16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer. Proficiency Level 3: Developing: 16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board. Proficiency Level 4: Expanding: 16.4.4-5.4W Produce journals based on scientific observations from classroom experiments. Proficiency Level 5: Bridging: 16.4.4-5.5W Summarize explanations and observations in a	S8.C.1.1.3 S8.A.1.3 S8.A.2.2 S8.A.2.1	- Chemical Reactions	- Chemical change - Dissolve - Physical changes	5.4- Chemical Reactions 5.8 Reaction Rates  <b>Unit 2 Matter</b> <b>Lesson 2.15 Changes in Matter</b> <b>Lesson 2.16 Chemical reactions</b> <b>Lesson 2.17 Conservation of Matter</b> <b>Lesson 2.18 Lab: Chemical Reactions 1</b> <b>Lesson 2.19 Lab: Chemical Reactions 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 2.15 Changes in Matter</a> <a href="#">Lesson 2.16 Chemical Reactions</a> <a href="#">Lesson 2.17 Conservation of Matter</a> <a href="#">Lesson 2.18 Lab Chemical Reactions 1</a> <a href="#">Lesson 2.19 Lab Chemical Reactions 2</a>
5	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How can one explain and predict interactions between objects within systems?	*Gravitational force of Earth acting on another object near Earth's surface pulls that object toward the planet's center. (PS2.B) *Earth and Space Science	*Construct and support an argument that the gravitational force exerted by Earth on objects is directed down. (5-PS2-1) *Earth and Space Science	3.3.6B1 3.3.7.B1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.C.3.1 S8.D.3.1 S8.D.3.1.1 S8.D.3.1.2	- The Earth, Sun & Moon - The Universe	- Gravitational force	4.1-Motion 4.2 Mass & Force 4.3 Potential and Kinetic Energy 4.4 Simple Machines & Work  <b>Unit 4 Earth</b> <b>Lesson 4.1 Gravity</b> <b>Lesson 4.2 Earth is a Sphere</b> <b>Lesson 4.3 Lab: Gravity 1</b> <b>Lesson 4.4 Lab: Gravity 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 4.1 Gravity</a> <a href="#">Lesson 4.2 Earth is a Sphere</a> <a href="#">Lesson 4.3 Lab: Gravity 1</a> <a href="#">Lesson 4.4 Lab: Gravity 2</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standard	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Summit Science 5)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	**Energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter. (PS3.D) **Life Science	**Use a model to describe that energy in animal's food was once energy from the sun. (5-PS3-1) **Life Science	4.1.7.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.2 S8.B.3.1.3 S8.C.2.1 S8.C.2.1.1 S8.C.2.2.1	- Energy in Ecosystems - Ecosystems & Biomes - Organism Interactions - Energy Resources - Energy Transformations - Forms of Energy - Heat Transfer	- Energy flow - Flow chart - Model - Photosynthesis	6.4- Photosynthesis/Respiration  <a href="#">Unit 3 Organisms and Ecosystem</a> <a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>
5	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	N/A	N/A	N/A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	N/A	N/A	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	N/A
<b>Life Science</b>													
5	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Food provides animals with materials needed for body repair and growth. (PS3.D)	Use a model to describe that energy in animal's food was once energy from the sun. (5-PS3-1)	3.1.7.A8	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.3 S8.A.3.2.1 S8.A.3.2.3	- Energy in Ecosystems - Organism Interactions - Earth's Water Systems - Energy in Ecosystems - Human Environmental Impact - Models & Technological Design - Organisms & Their	- Food chain - Food web	7.9- Kingdom Animalia Unit 8  <a href="#">Unit 3 Organisms and Ecosystem</a> <a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>
5	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Food provides animals with materials needed for energy and to maintain body warmth and for motion. (LS1.C)	Use a model to describe that energy in animal's food was once energy from the sun. (5-PS3-1)	3.1.7.A8	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.3 S8.A.3.2.1 S8.A.3.2.3	- Energy in Ecosystems - Organism Interactions - Earth's Water Systems - Energy in Ecosystems - Human Environmental Impact - Models & Technological Design - Organisms & Their	- Food chain - Food web	7.9- Kingdom Animalia Unit 8  <a href="#">Unit 3 Organisms and Ecosystem</a> <a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.9 Food Webs</a> <a href="#">Lesson 3.10 Energy from the Sun</a>

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5	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Plants acquire their material for growth primarily from air and water. (LS1.C)	Using evidence, present an argument that plants get the materials they need for growth primarily from air and water. (5-PS3-1)	3.1.7.A8	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.3 S8.A.3.2.1 S8.A.3.2.3	- Energy in Ecosystems - Organism Interactions - Earth's Water Systems - Energy in Ecosystems - Human Environmental Impact - Models & Technological Design - Organisms & Their Environment	- Argument - Evidence - Minerals	6.1 The Cell Theory 6.2- Cell Organelles 6.3- Diffusion, Osmosis, & Active Transport 7.6 Kingdom Protista 7.7 Kingdom Fungi 7.8- Kingdom Planta  <b>Unit 3 Organisms and Ecosystems</b> <b>Lesson 3.1 Plants and Energy</b> <b>Lesson 3.2 Plant Growth</b> <b>Lesson 3.3 Lab: Plant Growth 1</b> <b>Lesson 3.4 Lab: Plant Growth 2</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.1 Plants and Energy</a> <a href="#">Lesson 3.2 Plant Growth</a> <a href="#">Lesson 3.3 Lab: Plant Growth 1</a> <a href="#">Lesson 3.4 Lab: Plant Growth 2</a>
5	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Animals and plants alike take in gases and water and release waste matter into the environment; animals must take in food, and plants need light and minerals. (LS2.B)	Construct and communicate models of food webs that demonstrate the transfer of matter and energy among organisms within an ecosystem. (5-LS2-1)	3.1.7.A8	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.3 S8.A.3.2.1 S8.A.3.2.3	- Energy in Ecosystems - Organism Interactions - Earth's Water Systems - Energy in Ecosystems - Human Environmental Impact - Models & Technological Design - Organisms & Their Environment	- Ecosystem - Food webs	6.1 The Cell Theory 6.2- Cell Organelles 6.3- Diffusion, Osmosis, & Active Transport Unit 7  <b>Unit 3 Organisms and Ecosystems</b> <b>Lesson 3.9 Food Webs</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.9 Food Webs</a>
5	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?	Organisms can survive only in environments in which their particular needs are met. (LS2.A)	Ask researchable questions about the ways organisms obtain matter and energy across multiple and varied ecosystems. (5-LS2-1)	3.1.6.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	- Energy in Ecosystems	- Researchable - Species - Web of life	2.7 Life Zones of the Ocean Unit 7  <b>Unit 3 Organisms and Ecosystems</b> <b>Lesson 3.6 Energy in Food</b> <b>Lesson 3.7 Animals and Food</b> <b>Lesson 3.8 Producers, Consumers, and Decomposers</b> <b>Lesson 3.9 Food Webs</b> <b>Lesson 3.10 Energy from the Sun</b> <b>Lesson 3.12 Healthy Ecosystems</b> <b>Lesson 3.13 Invasive Species</b> <b>Lesson 3.14 Cycling of Matter</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.7 Animals and Food</a>
5	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?	A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. (LS2.A)	Construct a model of a food web to demonstrate the transfer of matter and energy among organisms within an ecosystem. (5-LS2-1)	3.1.6.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	- Energy in Ecosystems	- Ecosystem - Transfer energy	<b>Unit 3 Organisms and Ecosystems</b> <b>Lesson 3.9 Food Webs</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.9 Food Webs</a>

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5	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?	Newly introduced species can damage the balance of an ecosystem. (LS2.A)	Identify a newly introduced species to an ecosystem and provide evidence that it is an invasive species or noninvasive species. (5-LS2-1)	3.1.6.A2	PA ELD Standard 1: English language learners communicate in English for social and instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1 S8.B.3.1.2 S8.B.3.1.3	- Energy in Ecosystems - Ecosystems & Biomes - Organism Interactions	- Ecosystem - Invasive - Noninvasive - Species - System	7.1- Naming & Classifying 7.2- The Tools of Taxonomy 7.3- Phylogenetic Trees & Kingdoms of Life 7.4- Kingdom Archaeobacteria 7.5- Kingdom Eubacteria 7.6- Kingdom Protista 7.7- Kingdom Fungi 7.8- Kingdom Planta 7.9- Kingdom Animalia  <b>Unit 3 Organisms and Ecosystems</b> <b>Lesson 3.9 Food Webs</b> <b>Lesson 3.10 Energy from the Sun</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary  Enrichment: Study Island, hands-on experimentation	<a href="#">Lesson 3.12 Healthy Ecosystems</a>
5	Organisms grow,	How and why do	Matter cycles between the	Use models to trace the	3.1.6.A2	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	- Energy in	- Cycles	5.7- Molecules of Life	SpEd: Study Guides (electronic and	<a href="#">Lesson 3.14 Cycling Matter</a>
5	Organisms grow,	How and why do	Matter cycles between the	Use models to describe how	3.1.6.A2	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	- Energy in	- Decomposers	8.5 The Digestive System	SpEd: Study Guides (electronic and	<a href="#">Lesson 3.8 Producers, Consumers, and</a>
5	Organisms grow,	How and why do	A healthy ecosystem is one	Describe a healthy ecosystem	3.1.6.A2	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	- Energy in	- Ecosystem	<b>Unit 3 Organisms and Ecosystems</b>	SpEd: Study Guides (electronic and	<a href="#">Lesson 3.12 Healthy Ecosystems</a>
5	Heredity refers to specific	How are the	N/A	N/A	N/A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	N/A	N/A	N/A	Unit 6.6 (optional)	SpEd: Study Guides (electronic and	
5	Biological evolution	How can there be so	N/A	N/A	N/A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.B.3.1.1	N/A	N/A	Unit 6.6 (optional) Unit 6.7 (optional)	SpEd: Study Guides (electronic and	<a href="#">Lesson 3.15 Lab Ecosystems 1</a>
<b>Earth and Space</b>													
5	The universe is composed	What is the universe,	The sun is a star that	Support an argument that the	3.3.8.B1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.D.3.1	- The Earth, Sun &	- Relative distance		SpEd: Study Guides (electronic and	<a href="#">Lesson 5.1 Brightness and Distance</a>
5	The universe is composed	What is the universe,	Stars range greatly in their	Support an argument that the	3.3.8.B1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.D.3.1	- The Earth, Sun &	- Apparent		SpEd: Study Guides (electronic and	<a href="#">Lesson 5.1 Brightness and Distance</a>
5	The universe is composed	What is the universe,	The orbits of Earth around	Represent data in graphical	3.3.5.B1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.D.3.1	- The Earth, Sun &	- Data		SpEd: Study Guides (electronic and	<a href="#">Lesson 5.7 Shadows</a>
5	The Earth is a complex and	How and why is Earth	All Earth processes are the	Construct and analyze models	3.3.4.A4	PA ELD Standard 1: English	Standard Area - ELD 16.4.4-5	S8.A.1.1	- Systems & Patterns	- Atmosphere	3.1 The Atmosphere	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.6 Earth's Systems</a>
5	The Earth is a complex and	How and why is Earth	All Earth processes are the	Through the creation of a	3.3.4.A4	PA ELD Standard 1: English	Standard Area - ELD 16.4.4-5	S8.A.1.1	- Experimental	- Atmosphere		SpEd: Study Guides (electronic and	<a href="#">Lesson 4.6 Earth's Systems</a>
5	The Earth is a complex and	How and why is Earth	Earth's major systems are	Develop a model to describe	3.3.4.A4	PA ELD Standard 1: English	Standard Area - ELD 16.4.4-5	S8.A.1.1	- Experimental	- Atmosphere	3.1- The atmosphere	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.6 Earth's Systems</a>
5	The Earth is a complex and	How and why is Earth	The ocean supports a	Develop a model to describe	3.3.4.A4	PA ELD Standard 1: English	Standard Area - ELD 16.4.4-5	S8.A.1.1	- Systems & Patterns	- Atmosphere	2.5- Life at the edge of the ocean	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.6 Earth's Systems</a>
5	The Earth is a complex and	How and why is Earth	Winds and clouds in the	Utilizing observations and	3.3.5.A5	PA ELD Standard 1: English	Standard Area - ELD 16.4.4-5	S8.D.2.1	- Weather & Climate	- Weather	3.2- Why the wind blows	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.10 Weather and Patterns</a>
5	The Earth is a complex and	How and why is Earth	Most fresh water is in	Using real time data, graph	3.3.6.A4	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.D.1.3	- Earth's Water	- Distribution	1.1- Freshwater	SpEd: Study Guides (electronic and	<a href="#">Lesson 1.3 Observations and Data</a>
5	The Earth is a complex and	How and why is Earth	Water continually cycles	Investigate movement of	3.3.5.A4	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.A.1.1	- The Water Cycle	- Atmosphere	1.3- Water Pollution	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.6 Earth's Systems</a>
5	The Earth's processes	How do Earth's	Human activities in	Research and communicate	4.3..10.A	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	S8.A.1.1	- Energy Resources	- Atmosphere	1.3- Water Pollution	SpEd: Study Guides (electronic and	<a href="#">Lesson 4.14 Human Activity and Earth</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
6-8 Earth									The Nature of Science				
6-8 Earth	The Earth's processes affect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Humans depend on Earth's land, ocean, atmosphere, and living things for many different resources. (ESS3.A)	Describe a product's transformation process from production to consumption.	S8.A.1.1 S8.A.1.2 S8.A.1.3 S8.A.2.2 S8.A.3.1 S8.A.3.2 S8.B.3.2 S8.D.1.2.1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter. Proficiency Level 2: Emerging: 16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g. Likert Scale) and a partner. Proficiency Level 3: Developing: 16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g. Likert Scale). Proficiency Level 4: Expanding: 16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner. Proficiency Level 5: Bridging: 16.4.6-8.5L Critique peer science fair presentations with a	S8.D.1.2.1	Energy Resources	Atmosphere Consumption Geosphere Hydrosphere Natural resources Nonrenewable resources Ore Production Renewable resources	Unit 7; Lesson 3  <b>Unit 3 B</b> <b>Lesson 3.14 Resource Management</b> <b>Lesson 3.15 Conserving and Recycling</b>		<a href="#">Lesson 3.1 and 3.2</a>
6-8 Earth	The Earth's	How do Earth's	Minerals, fresh	Construct an	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.2.2	Energy Resources	Atmosphere	Unit 7; Lesson 3		<a href="#">Lesson 3.1</a>
6-8 Earth	The Earth's	How do Earth's	Human activities	Apply scientific	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.2.2	Energy Resources	Biosphere	Unit 7; Lesson 3		<a href="#">Lesson 3.1 and 3.2</a>
6-8 Earth	The universe is	What is the	Earth's spin axis is	Identify and explain	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.2	The Universe	Axis	Unit 9; Lesson 2		<a href="#">Lesson 4.1 and 4.2</a>
6-8 Earth	The universe is	What is the	Our solar system is	Construct and use	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.2	The Universe	Asteroids	Unit 9; Lesson 2		<a href="#">Lesson 4.1 and 4.2</a>
6-8 Earth	The universe is	What is the	Earth and its solar	Construct and use	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.3	The Solar System	Galaxy	Unit 9; Lesson 1		<a href="#">Lesson 4.4</a>
6-8 Earth	The universe is	What is the	Our solar system is	Analyze and interpret	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.3	The Solar System	Asteroids	Unit 9; Lesson 1		<a href="#">Lesson 4.4</a>
6-8 Earth	The universe is	What is the	The phases of the	Identify and explain	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.1	The Earth, Sun, and Moon	Orbit	Unit 9; Lesson 2		Recognized deficit. Will be included in 23-24 SY
6-8 Earth	The universe is	What is the	The phases of the	Use a model of the	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.1	The Earth, Sun, and Moon	Orbit	Unit 9; Lesson 2		
6-8 Earth	The universe is	What is the	Observable	Use models of the	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.1	The Earth, Sun, and Moon	Gravity	Unit 9; Lesson 2		
6-8 Earth	The universe is	What is the	Observable eclipses	Use models of the	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.1	The Earth, Sun, and Moon	Lunar Eclipse	Unit 9; Lesson 2		
6-8 Earth	The universe is	What is the	Earth's spin axis is	Use models of Earth's	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.3.1.1	The Earth, Sun, and Moon	Axis	Unit 9; Lesson 2		
6-8 Earth	The Earth is a	How and why is	All Earth processes	Classify rocks as one	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.1	Rocks and Fossils	Erosion	Unit 2; Lesson 7		<a href="#">Lesson 2.8</a>
6-8 Earth	The Earth is a	How and why is	Plate tectonics is	Develop and use	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.4	Rocks and Fossils	Asthenosphere	Unit 3; Lesson 2		<a href="#">Lesson Rocks and Fossils</a>
6-8 Earth	The Earth is a	How and why is	Evolution is shaped	Use evidence from	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.4	Rocks and Fossils	Eruption	Unit 3; Lesson 2		<a href="#">Lesson Rocks and Fossils</a>
6-8 Earth	The Earth is a	How and why is	All Earth processes	Plan and carry out	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Geosphere	Unit 1; Lesson 1		<a href="#">Lesson 1.12</a>
6-8 Earth	The Earth is a	How and why is	Major events in	Use geologic evidence	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Geosphere	Unit 1; Lesson 1		<a href="#">Lesson 3.3 and 3.4</a>
6-8 Earth	The Earth is a	How and why is	The Earth's systems	Construct an	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Erosion	Unit 1; Lesson 1		<a href="#">Lesson 1.12</a>
6-8 Earth	The Earth is a	How and why is	Plate tectonics is	Incorporate a variety	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Asthenosphere	Unit 1; Lesson 1		<a href="#">Lesson 4.7, 4.9, and 4.10</a>
6-8 Earth	The Earth is a	How and why is	Plate tectonics is	Use models to explain	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Convection	Unit 1; Lesson 1		<a href="#">Lesson 4.5</a>
6-8 Earth	The Earth is a	How and why is	Some natural	Investigate or	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Earthquake	Unit 1; Lesson 1		<a href="#">Lesson 5.4</a>
6-8 Earth	The Earth's	How do Earth's	Minerals, fresh	Use maps and other	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.2	Landforms and Geological	Atmosphere	Unit 1; Lesson 1		<a href="#">L 1</a>
6-8 Earth	The Earth is a	How and why is	All Earth processes	Compare and contrast	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.1.3	Soil	Biome	Unit 1; Lesson 7		<a href="#">L 1 Soil</a>
6-8 Earth	The Earth is a	How and why is	Water continually	Compare and contrast	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.3.2	Earth's Water Systems	Density	Unit 7; Lesson 3		<a href="#">L 1.4</a>
6-8 Earth	The Earth is a	How and why is	Water continually	Investigate water	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.3.2	Earth's Water Systems	Flow rate	Unit 7; Lesson 3		<a href="#">Lesson 2.01, 2.02, and 2.03</a>
6-8 Earth	The Earth is a	How and why is	Water continually	Assess the physical	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.3.2	Earth's Water Systems	Biological diversity	Unit 7; Lesson 3		Recognized deficit. Will be included
6-8 Earth	The Earth is a	How and why is	Water continually	Develop models for	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.1.3.1	The Water Cycle	Atmosphere	Unit 7; Lesson 2		<a href="#">Lesson 1.05 and 1.06</a>
6-8 Earth	The Earth is a	How and why is	All Earth processes	Construct and analyze	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.2	Weather and Climate	Atmosphere			<a href="#">Lesson 1.05 and 1.06</a>
6-8 Earth	The Earth is a	How and why is	Weather and	Collect data and	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.2	Weather and Climate	Air pressure	Unit 5; Lesson 4		<a href="#">L 1.7 &amp; 1.8</a>
6-8 Earth	The Earth is a	How and why is	Weather and	Construct and use	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.1	Weather and Climate	Air pressure	Unit 5; Lesson 4		Recognized deficit. Will be included
6-8 Earth	The Earth is a	How and why is	Weather and	Analyze weather	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.3	Weather and Climate	Air pressure	Unit 5; Lesson 4		<a href="#">Clouds</a>
6-8 Earth	The Earth is a	How and why is	The ocean and	Construct	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.1	Weather and Climate	Atmosphere	Unit 5; Lesson 4		Recognized deficit. Will be included
6-8 Earth	The Earth's	How do Earth's	Human activities	Ask questions to	S8.A.1.1	PA ELD Standard 1: English	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	S8.D.2.1.1	Weather and Climate	Atmosphere	Unit 5; Lesson 4		in 23-24 SY

Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standards	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL)	Lesson Plan List
					SAS Subject Area 3: Science and Technology and Engineering								
6-8 grade	Asking questions and defining problems are essential to developing scientific habits of mind. Scientists construct mental and conceptual models of phenomena to represent current understandings, aid in developing questions and experiments, and to communicate	What kinds of questions do scientists and engineers ask?  How do scientists and engineers develop and use models?	Reasoning and Analysis	Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information. Ask questions to determine relationships between independent and dependent variables and relationships in models  Develop or modify a model—based on evidence – to match what happens if a variable or component of a system is changed.	S8.A.1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.1.1.2	Scientific Investigations	theory, inquiry, law, science, hypothesis, fact, testable, system, closed loop system, input, open loop system, feedback, patterns, trend,	<b>Nature of Science</b> is an introductory unit that is not found in the K12 OLS. Study Island acts as a curriculum guide for this unit. (see column H)	Interactive notebook for notetaking (SpEd-modified fill-in-the-blank format), Study Island-reduced answer choices and read-aloud option.  Honors-additional	<a href="https://bit.ly/300KUH8">https://bit.ly/300KUH8</a>
6-8 grade	investigate and observe the world to systematically describe it and to develop and test theories and explanations about how the world works.	What do scientists and engineers do to find out more about our world and how it functions?	Processes, Procedures, and Tools of Scientific Investigations	the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. Plan an investigation individually and collaboratively, and in the design:	S8.A.3.1 S8.A.3.2 S8.A.3.3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.3.1.1 S8.A.3.1.2 S8.A.3.1.3 S8.A.3.1.4	Systems and Patterns, Models and Technological Design	loop system, input, open loop system, feedback, patterns, trend,		Study Island-reduced answer choices and read-aloud option.  Honors-additional	<a href="https://bit.ly/3cw9BrU">https://bit.ly/3cw9BrU</a> <a href="https://bit.ly/2AC019c">https://bit.ly/2AC019c</a> <a href="https://bit.ly/3cw9Ed7">https://bit.ly/3cw9Ed7</a> <a href="https://bit.ly/2Yb1rft">https://bit.ly/2Yb1rft</a> <a href="https://bit.ly/2ADKChms">https://bit.ly/2ADKChms</a>
6-8 grade	Data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others	In what ways are data analyzed, interpreted, and communicated?	Processes, Procedures, and Tools of Scientific Investigations	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. Construct, analyze, and/or interpret graphical displays of data and/or large sets to identify linear and nonlinear relationships.	S8.A.1 S8.A.2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.1.1.3 S8.A.1.1.4 S8.A.2.1.1 S8.A.2.1.2 S8.A.2.1.3	Experimental Design, Collecting Data	repeated trials, IV, DV, hypothesis, control, fair test, qualitative, quantitative, units,		Interactive notebook for notetaking (SpEd-modified fill-in-the-blank format)	<a href="https://bit.ly/36YMi6A">https://bit.ly/36YMi6A</a> <a href="https://bit.ly/30qN111">https://bit.ly/30qN111</a> <a href="https://bit.ly/2X4JUKd">https://bit.ly/2X4JUKd</a> <a href="https://bit.ly/3cw9t1P">https://bit.ly/3cw9t1P</a> <a href="https://bit.ly/3qSemi1U">https://bit.ly/3qSemi1U</a> <a href="https://bit.ly/2Xtez4d">https://bit.ly/2Xtez4d</a>
6-8 grade	Mathematics enables numerical representation of variables, symbolic representation of relationships between physical entities, and prediction of outcomes.	How is mathematics utilized in doing science?	Reasoning and Analysis	(including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple fractions) to analyze and characterize data, using digital tools when feasible. Apply mathematical concepts and/or processes	S8.A.1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.2.2.1 S8.A.2.2.2 S8.A.2.2.3	Laboratory Tools and Safety, Analyze Interpret & Communicate Data	graduated cylinder, telescope, forces, spring scale, safety goggles, volume, mass,		Study Island-reduced answer choices and read-aloud option.  Honors-additional	<a href="https://bit.ly/36YMi6A">https://bit.ly/36YMi6A</a> <a href="https://bit.ly/30qN111">https://bit.ly/30qN111</a> <a href="https://bit.ly/2X4JUKd">https://bit.ly/2X4JUKd</a> <a href="https://bit.ly/30S1Ywg">https://bit.ly/30S1Ywg</a> <a href="https://bit.ly/3cw9t1P">https://bit.ly/3cw9t1P</a> <a href="https://bit.ly/3qSemi1U">https://bit.ly/3qSemi1U</a> <a href="https://bit.ly/2Xtez4d">https://bit.ly/2Xtez4d</a> <a href="https://bit.ly/3cw9BrU">https://bit.ly/3cw9BrU</a>
6-8 grade	Scientists and engineers use reasoning and argumentation to make a justified claim about the science and engineering are ways of knowing that are represented and communicated by words, diagrams, charts, graphs, images, symbols, and mathematics.	Why are theories valuable constructs in helping scientists understand and explain our world?  engineers communicate to others in order to advance science and engineering?	Reasoning and Analysis	use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).	S8.A.1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.1.1.1	Scientific Investigations	theory, inquiry, law, science, hypothesis, fact, testable,		Study Island-reduced answer choices and read-aloud option.	<a href="https://bit.ly/3cum8vB">https://bit.ly/3cum8vB</a>
6-8 grade	Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings	In what ways do scientists and engineers communicate their knowledge?	Reasoning and Analysis	information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.	S8.A.1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success within the school setting.	CanDo-KeyUses-Gr-6-8.pdf	S8.A.1.2.1 S8.A.1.2.2 S8.A.1.2.3	Science and Society	biotechnology, manufacturing technology,		Study Island-reduced answer choices and read-aloud option.	<a href="https://bit.ly/3eRRFD0">https://bit.ly/3eRRFD0</a> <a href="https://bit.ly/3qNIHHL">https://bit.ly/3qNIHHL</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	All living things have a common set characteristic needs and functions that separate them from nonliving things such as: gas exchange, energy usage, water usage, response, reproduction, elimination of waste, growth, and made of one or more cells.	Use evidence of characteristics of life to differentiate between living and nonliving things.	3.1.6.A 3.1.7.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model. Proficiency Level 3: Developing: 16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	No eligible content listed <a href="https://static.pdesas.org/content/documents/CF-Science_MS_LifeScience.pdf">https://static.pdesas.org/content/documents/CF-Science_MS_LifeScience.pdf</a>	Cells Ecosystems and Biomes Living Systems Structures, Functions, and Adaptations	Dead Dormant Living Nonliving	K12 OLS	Unit Lesson: 6.4, 6.8  Polling questions, guided notes, hand movement/mnemonics to remember the functions of organelles, extended time, reduced answer choices, questions	<a href="https://bit.ly/3cpqv1O">https://bit.ly/3cpqv1O</a> <a href="https://bit.ly/3cs2CvU">https://bit.ly/3cs2CvU</a> <a href="https://bit.ly/2XUPENA">https://bit.ly/2XUPENA</a> <a href="https://bit.ly/2U1BqslJ">https://bit.ly/2U1BqslJ</a> <a href="https://bit.ly/2U80TcJ">https://bit.ly/2U80TcJ</a> <a href="https://bit.ly/3ctbxPz">https://bit.ly/3ctbxPz</a> <a href="https://bit.ly/2XUmlLD">https://bit.ly/2XUmlLD</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).	Conduct investigations to provide evidence that living things are made of cells and cells can be differentiated.	3.1.6.A 3.1.7.A 3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model. Proficiency Level 3: Developing: 16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation. Proficiency Level 4: Expanding: 16.4.6-8.4W Produce a written paragraph explaining the steps of photosynthesis referencing information in a text. Proficiency Level 5: Bridging: 16.4.6-8.5W Write a multi-paragraph report explaining	S.8.B.1.1.1 S.8.B.1.1.2 S.8.B.1.1.3	Cells Ecosystems and Biomes Living Systems Structures, Functions, and Adaptations	Eukaryote Multicellular Prokaryote Unicellular	Unit Lesson: 1.1, 1.2, 1.4, 1.5, 1.11, 1.12, 1.13, 1.14, 6.1, 6.2	Polling questions, breakout rooms, guided notes, Honors-additional extension questions on Study Island	<a href="https://bit.ly/3cvY2L">https://bit.ly/3cvY2L</a> <a href="https://bit.ly/2Zx1G9a">https://bit.ly/2Zx1G9a</a> <a href="https://bit.ly/3et1b5J">https://bit.ly/3et1b5J</a> <a href="https://bit.ly/2Y08r65">https://bit.ly/2Y08r65</a> <a href="https://bit.ly/3dop2UJo">https://bit.ly/3dop2UJo</a> <a href="https://bit.ly/2U5UD51">https://bit.ly/2U5UD51</a> <a href="https://bit.ly/2UZurbG">https://bit.ly/2UZurbG</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standards	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL)	Lesson Plan List
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	Create and use models to describe the basic structures and functions of cells within a system framework.	3.1.6.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2:	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a	S.8.B.1.1.1 S.8.B.1.1.2	Cells Ecosystems and Biomes Living Systems Structures, Functions, and	Cell membrane Cell wall Chloroplast Cytoplasm Mitochondria Nucleus	Unit Lesson: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.13, 3.10	Polling questions, breakout rooms, guided notes, modified interactive notebooks Honors	<a href="https://bit.ly/2zXj5a">https://bit.ly/2zXj5a</a> <a href="https://bit.ly/3d99ooA">https://bit.ly/3d99ooA</a> <a href="https://bit.ly/2Y08r5">https://bit.ly/2Y08r5</a> <a href="https://bit.ly/3gRna8k">https://bit.ly/3gRna8k</a> <a href="https://bit.ly/2Xcy8da">https://bit.ly/2Xcy8da</a> <a href="https://bit.ly/2Xtoe0">https://bit.ly/2Xtoe0</a> <a href="https://bit.ly/2U2xal">https://bit.ly/2U2xal</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	In multicellular organisms, there is a systems framework of organization from cells to tissues, to organs to organ systems. These systems are specialized for particular	Provide evidence to support the concept of an organism is composed of interacting subsystems composed of a group of cells.	3.1.6.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	S.8.B.1.1.1 S.8.B.1.1.2 S.8.B.1.1.3 S.8.B.1.1.4	Cells Ecosystems and Biomes Living Systems	Cells Molecules Organ systems Organelles	Unit Lesson: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9, 4.12, 4.13, 4.14, 4.15	Polling Questions, Breakout rooms, guided notes,	<a href="https://bit.ly/2z0D03r">https://bit.ly/2z0D03r</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	All living things have adaptations that help them survive and reproduce in their environment.	Use argument based evidence to support the notion that living things are able to survive and reproduce based on structural or behavioral adaptations.	3.1.6.A 3.1.7.A 3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.2.1.1 S.8.B.2.1.2	Diversity, Change, and Equilibrium in Ecosystems Structures, Functions, and	Adaptations: structural, behavioral	Unit Lesson: 7.1, 7.2, 8.1	Polling Questions, Breakout rooms, guided notes, Questions on	<a href="https://bit.ly/3dDAxHl">https://bit.ly/3dDAxHl</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Living organisms reproduce in a variety of ways that may involve sexual or asexual reproduction. Reproduction	Describe and distinguish between various types of reproductive methods of cells and organisms.	3.1.6.A 3.1.7.A 3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	S.8.B.3.2.1 S.8.B.3.2.3	Diversity, Change, and Equilibrium in Ecosystems Structures, Functions, and	Asexual reproduction Cell division Life cycles	Unit Lesson: 2.1, 3.11, 3.12	Polling Questions, Breakout rooms, guided notes,	<a href="https://bit.ly/2Xvfrfk">https://bit.ly/2Xvfrfk</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Genetic factors as well as local conditions affect the growth of organisms.	Provide a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	3.1.6.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	S.8.B.3.2.1 S.8.B.3.2.3	Organisms and Their Environment	Environmental factors Genetic factors Scientific	Unit Lesson: 7.10, 7.11, 7.12, 7.13, 7.14	Polling Questions, Breakout rooms, guided notes,	<a href="https://bit.ly/308pDp1">https://bit.ly/308pDp1</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Some organisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also	Create a scientific, evidence-based explanation of the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	3.1.6.A 3.1.7.A 3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	S.8.C.1.1.3 S.8.C.2.1.3 S.8.C.2.2.1	Energy Transformations Forms of Energy	Carbon dioxide Glucose Oxygen Photosynthesis	Unit Lesson: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.13, 3.10	Polling Questions, Breakout rooms, guided notes,	<a href="https://bit.ly/2Xvfrfk">https://bit.ly/2Xvfrfk</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.	Create a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an	3.1.6.A 3.1.7.A 3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.C.1.1.3 S.8.C.2.1.1 S.8.C.2.1.3 S.8.C.2.2.1	Cells Living Systems Structures, Functions, and Adaptation	Aerobic respiration Anaerobic respiration Cellular	Unit Lesson: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.7, 3.8	Polling Questions, Breakout rooms, guided notes, Questions on	<a href="https://bit.ly/308UeLnZ">https://bit.ly/308UeLnZ</a> <a href="https://bit.ly/36YUAgK">https://bit.ly/36YUAgK</a>
6-8 Life	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Organisms have sense receptor that responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to a brain or processing center. These signals are processed and result in immediate behaviors or memories.	Gather information that sensory receptors respond to stimuli by sending messages to the brain or processing center for immediate behavior or storage as memories.		PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.2.1.1	Diversity, Change, and Equilibrium in Ecosystems Structures, Functions, and Adaptations	Brain Nerves Neurons Response Signal Stimuli	Unit Lesson: 4.10, 6.3	Polling Questions, Breakout rooms, guided notes, Questions on Study Island, group work, videos to supplement	<a href="https://bit.ly/2U7C7cF">https://bit.ly/2U7C7cF</a> <a href="https://bit.ly/2Bs0z1X">https://bit.ly/2Bs0z1X</a> <a href="https://bit.ly/3dY17vY">https://bit.ly/3dY17vY</a> <a href="https://bit.ly/3eOQavw">https://bit.ly/3eOQavw</a> <a href="https://bit.ly/3051P5B">https://bit.ly/3051P5B</a> <a href="https://bit.ly/3cBdu6f">https://bit.ly/3cBdu6f</a> <a href="https://bit.ly/2Y171DD">https://bit.ly/2Y171DD</a> <a href="https://bit.ly/3cooHzq">https://bit.ly/3cooHzq</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to,	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different	Organisms have characteristic behaviors and structures that increase their odds of reproduction.	Utilize empirical evidence to support an argument that organism have characteristic behaviors and structures that increase their odds of reproduction.		PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2:	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.2.1.2	Natural Selection, Evolution, and Extinction Structures, Functions, and Adaptations	Adaptations: structural, behavioral	Unit Lesson: 7.6, 10.1, 10.2, 10.3, 10.4, 10.5	Polling Questions, Breakout rooms, guided notes, Questions on Study Island, group work	<a href="https://bit.ly/2Xvgt4e">https://bit.ly/2Xvgt4e</a> <a href="https://bit.ly/2XW9v7X">https://bit.ly/2XW9v7X</a> <a href="https://bit.ly/36VeuCu">https://bit.ly/36VeuCu</a> <a href="https://bit.ly/36XGUCI">https://bit.ly/36XGUCI</a> <a href="https://bit.ly/2Un9Lvp">https://bit.ly/2Un9Lvp</a> <a href="https://bit.ly/2U2yeyY">https://bit.ly/2U2yeyY</a>
6-8 Life	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?	Organisms and populations of organisms are dependent on their environmental interactions, both biotic and abiotic factors.	Analyze data to provide evidence for the impact of resource availability on organisms and populations in an ecosystem.	3.1.6.A2 4.1.7.A 3.1.7.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2:	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.1.1 S.8.B.3.1.3	Natural Selection, Evolution, and Extinction Structures, Functions, and Adaptations	Abiotic Biotic Consumer Ecosystem Energy pyramid Food chain	Unit Lesson: 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12,	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/308pDp1">https://bit.ly/308pDp1</a> <a href="https://bit.ly/308pDp1">https://bit.ly/308pDp1</a>
6-8 Life	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?	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently	Analyze data to provide evidence for the impact of resource availability on organisms and populations in an ecosystem.	3.1.6.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2:	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.1.1	Energy in Ecosystems	Carrying Capacity Carrying Dynamics Limiting factor Population	Unit Lesson: 6.1, 6.4, 6.5	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2Met7uo">https://bit.ly/2Met7uo</a> <a href="https://bit.ly/2Xx2YRL">https://bit.ly/2Xx2YRL</a>
6-8 Life	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms	How and why do organisms interact with their environment and what are the effects of these interactions?	Growth of organisms and population increases are limited by access to resources.	Analyze data to provide evidence for the impact of resource availability on organisms and populations in an ecosystem.	3.4.8.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.2.3	Diversity, Change, and Equilibrium in Ecosystems Natural Selection, Evolution, and	Carrying capacity Community Competition Limiting factors Population	Unit Lesson: 7.5, 7.8	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/36YUAgK">https://bit.ly/36YUAgK</a>
6-8 Life	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?	Predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival.	Develop an explanation that describes patterns of interactions among organisms across multiple ecosystems.	4.4.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2:	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.1.3	Energy in Ecosystems Organism Interactions	Commensalism Mutualism Parasitism Predator Prey	Unit Lesson: 6.13, 6.14, 6.15, 6.16	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2ABYTTa">https://bit.ly/2ABYTTa</a> <a href="https://bit.ly/2Xz2Q4a">https://bit.ly/2Xz2Q4a</a> <a href="https://bit.ly/2XBnr83">https://bit.ly/2XBnr83</a>
6-8 Life	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms	How and why do organisms interact with their environment and what are the effects of these interactions?	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter	Design and/or construct a model to describe the cycling of matter and flow of energy and within the biotic and abiotic parts of an ecosystem.	3.1.7.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.1.3	Energy in Ecosystems Organism Interactions	Autotroph Carnivore Competition Consumer Decomposer	Unit Lesson: 6.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island	<a href="https://bit.ly/2U7JtNp">https://bit.ly/2U7JtNp</a> <a href="https://bit.ly/2A1nJvE">https://bit.ly/2A1nJvE</a> <a href="https://bit.ly/2Ue8shU">https://bit.ly/2Ue8shU</a>
6-8 Life	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms	How and why do organisms interact with their environment and what are the effects of these interactions?	Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments.	Design and/or construct a model to describe the cycling of matter and flow of energy and within the biotic and abiotic parts of an ecosystem.	3.1.7.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W	S.8.B.3.1.1	Energy in Ecosystems	Autotroph Carnivore Competition Consumer Decomposer	Unit Lesson: 6.8, 6.9, 6.10, 6.11	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JtNp">https://bit.ly/2U7JtNp</a> <a href="https://bit.ly/2A1nJvE">https://bit.ly/2A1nJvE</a> <a href="https://bit.ly/2BCRaVu">https://bit.ly/2BCRaVu</a> <a href="https://bit.ly/2Mv4kWP">https://bit.ly/2Mv4kWP</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standards	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL)	Lesson Plan List
6-8 Life	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?	The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.	Design and/or construct a model to describe the cycling of matter and flow of energy and within the biotic and abiotic parts of an ecosystem.	3.1.7.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.1.3 [Explain relationships among organisms (e.g., energy flow, nutrient cycling)]	Energy in Ecosystems Organism Interactions	Autotroph Carnivore Competition Consumer Decomposer Energy pyramid	Unit Lesson: 6.13, 6.14, 6.15	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a> <a href="https://bit.ly/2A1nJvE">https://bit.ly/2A1nJvE</a> <a href="https://bit.ly/2SOgn01">https://bit.ly/2SOgn01</a> <a href="https://bit.ly/2MAu8Rn">https://bit.ly/2MAu8Rn</a> <a href="https://bit.ly/30b4H0z">https://bit.ly/30b4H0z</a>
6-8 Life	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?	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.	Construct an argument supported by evidence that changes to the physical or biological parts of an ecosystem impact populations.	3.1.7.A.2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.2.3 [Describe the response of organisms to environmental changes]	Diversity, Change, and Equilibrium in Ecosystems Natural Selection, Evolution, and	Conservation of matter Consumer Decomposer Flow of energy	Unit Lesson: 6.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2Y2taBL">https://bit.ly/2Y2taBL</a> <a href="https://bit.ly/3qV3Wf9">https://bit.ly/3qV3Wf9</a>
6-8 Life	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?	Biodiversity describes the variety of species found in Earth's terrestrial and aquatic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.	Design or evaluate solutions for maintaining biodiversity and / or ecosystems services.	3.1.7.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.2.2 [Use evidence to explain how diversity affects the ecological	Diversity, Change, and Equilibrium in Ecosystems	Biodiversity Food web Freshwater Oceanic Resiliency Species	Unit Lesson: 2.4, 2.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/3cFYLPO">https://bit.ly/3cFYLPO</a> <a href="https://bit.ly/2MBCrw0">https://bit.ly/2MBCrw0</a>
6-8 Life	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?	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling of matter	Design or evaluate solutions for maintaining biodiversity and / or ecosystems services.	3.1.7.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.3.4 [Explain the long-term effects of using integrated pest	Human Environmental Impact	Carbon cycle Decomposition Nitrogen cycle Water cycle	Unit Lesson: 6.7	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/3cFYLPO">https://bit.ly/3cFYLPO</a> <a href="https://bit.ly/2MBCrw0">https://bit.ly/2MBCrw0</a>
6-8 Life	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?	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.	Design or evaluate solutions for maintaining biodiversity and / or ecosystems services.	3.4.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.2.3 [Describe the response of organisms to environmental changes]	Diversity, Change, and Equilibrium in Ecosystems Natural Selection, Evolution, and	Ecosystem	Unit Lesson: 2.4, 2.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a>
6-8 Life	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?	Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems.	Design or evaluate solutions for maintaining biodiversity and / or ecosystems services.	3.1.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.2.2 [Use evidence to explain how diversity affects the ecological	Diversity, Change, and Equilibrium in Ecosystems	Biodiversity Oceanic Terrestrial	Unit Lesson: 2.4, 2.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a> <a href="https://bit.ly/2XX2tPM">https://bit.ly/2XX2tPM</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, change, and extinction, of many	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	3.4.8.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.1 [Explain how inherited structures or behaviors help organisms survive and	Diversity, Change, and Equilibrium in Ecosystems Natural Selection, Evolution, and Extinction	Evolution Evolutionary descent Evolutionary history Fossil Fossil record	Unit Lesson: 10.1, 10.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island, group work, videos to	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Anatomical similarities and differences among various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.2 [Explain how different adaptations in individuals of the same	Natural Selection, Evolution, and Extinction Structures, Functions, and Adaptations	Anatomical fossil record Evolutionary descent Evolutionary history	Unit Lesson: 10.1, 10.6	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2Y5S2zc">https://bit.ly/2Y5S2zc</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Comparison of the embryological development of different species also reveals similarities that show relationships among organisms.	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.5 [Explain that adaptations are	Natural Selection, Evolution, and Extinction	Embryological relationships	Unit Lesson: 10.5	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Adaptations allow organisms to survive in their environment. Natural selection leads to the predominance of certain traits in a population.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.1 [Explain how inherited	Diversity, Change, and Equilibrium in Ecosystems	Genetic variation Natural selection Predominance	Unit Lesson: 2.1, 2.3, 2.5, 10.9	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2Y5S2zc">https://bit.ly/2Y5S2zc</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One	Gather and synthesize information about the technologies that have changed the way humans influence	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.4 [Describe how selective	Genetics and Heredity	Biotechnology Selective breeding	Unit Lesson: 8.14, 8.15, 9.15	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/307Raa9">https://bit.ly/307Raa9</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Adaptation by natural selection acting over generations is a process by which species change over time in response to changes in	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in	3.4.8.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.3.2.3 [Describe the response of	Diversity, Change, and Equilibrium in Ecosystems	Adaptation Evolve Natural selection	Unit Lesson: 2.1, 2.3, 2.5, 10.9	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a>
6-8 Life	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Explain how to use a dichotomous key to identify organisms.	Construct and utilize dichotomous keys to identify organisms.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.1.1.3 [Apply knowledge of	Cells Organism Classification	Dichotomous Key Genus Species	Unit Lesson: 1.5, 1.7, 1.8, 1.9, 1.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2Y5S2zc">https://bit.ly/2Y5S2zc</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one	How are the characteristics of one generation passed to the next?	Animals engage in characteristic behaviors that increase the odds of reproduction.	Develop supporting statements based on scientific evidence and reasoning that explains how organism behaviors and structures increase the	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.2 [Explain how different	Genetics and Heredity		Unit Lesson: 7.3, 7.4, 7.5, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/3eTm4HB">https://bit.ly/3eTm4HB</a> <a href="https://bit.ly/307Q9In">https://bit.ly/307Q9In</a> <a href="https://bit.ly/3eTao9N">https://bit.ly/3eTao9N</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one	How can individuals of the same species and even siblings have different characteristics?	Organisms reproduce, either sexually or asexually, and transfer their genetic information through inheritance to their	Use a model that distinguishes how genetic information is conserved during asexual reproduction results in variation.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.2.1 [Identify and explain	Genetics and Heredity	Asexual reproduction DNA	Unit Lesson: 3.11, 3.12, 3.13, 5.14, 5.15, 8.2, 8.5, 8.6, 8.12, 9.1, 9.2, 9.4	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a> <a href="https://bit.ly/2A1nJvE">https://bit.ly/2A1nJvE</a> <a href="https://bit.ly/2XYE9Nv">https://bit.ly/2XYE9Nv</a> <a href="https://bit.ly/304wCN">https://bit.ly/304wCN</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one	How are the characteristics of one generation passed to the next?	Genetic contribution from each parent through sexual reproduction results in variation in offspring, and asexual	Construct a model that demonstrates how gene mutation occurs.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.2.2 [Recognize that the gene is the	Genetics and Heredity	Mutations Alleles Chromosomes DNA	Unit Lesson: 5.11, 8.3, 8.4, 8.7, 8.8, 9.6, 9.37, 9.8, 9.9, 9.10, 9.11, 9.12,	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/3cYQ2a">https://bit.ly/3cYQ2a</a> <a href="https://bit.ly/2Y3NFPA">https://bit.ly/2Y3NFPA</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one	How can individuals of the same species and even siblings have different characteristics?	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many	Research and report on how gene structural changes may be beneficial or harmful to the organism.	3.1.7.B1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English language learners communicate in English for Social and Instructional purposes within the school setting.	Standard Area - ELD 16.4.6-8 Proficiency Level 1: Entering: 16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner. Proficiency Level 2: Emerging: 16.4.6-8.2W Label a drawing/model of a plant cell using a partner.	S.8.B.2.1.3 [Explain that mutations can	Genetics and Heredity	Egg cells Sperm cells Mutations	Unit Lesson: 5.12	Polling Questions, Breakout rooms, guided notes, Questions on Study Island,	<a href="https://bit.ly/3cRt1Rn">https://bit.ly/3cRt1Rn</a> <a href="https://bit.ly/2Y3tsaqt">https://bit.ly/2Y3tsaqt</a> <a href="https://bit.ly/2Z4deRoO">https://bit.ly/2Z4deRoO</a> <a href="https://bit.ly/2U7JINp">https://bit.ly/2U7JINp</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standards	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL)	Lesson Plan List
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next.	How can individuals of the same species and even siblings have different characteristics?	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations.	Use a model that demonstrates how genetic mutations can result in changes in the associated protein.	3.1.7.C1	PA ELD Standard 1: English language learners communicate in English for academic purposes.		5.8.B.2.2.2 [Recognize that the gene is the basic unit of heredity.]	Genetics and Heredity	Daughter cells Gametes	Unit Lesson: 8.9, 8.11	Polling Questions, Breakout rooms, Guided notes	<a href="https://bit.ly/3cr1Rn">https://bit.ly/3cr1Rn</a> <a href="https://bit.ly/2z4eRoO">https://bit.ly/2z4eRoO</a> <a href="https://bit.ly/2U6yJdL">https://bit.ly/2U6yJdL</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next.	How can individuals of the same species and even siblings have different characteristics?	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of genes that are passed from one generation to the next.	Provide an explanation for the relationship among changes (mutations) to genes, changes to the formation of proteins, and the effect on the organism.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for academic purposes.		5.8.B.2.1.3 [Explain that mutations can change the instructions for making proteins.]	Genetics and Heredity		Unit Lesson: 3.11, 3.12, 3.13, 5.14, 5.15, 8.2, 8.5, 8.6, 8.12, 9.1, 9.2, 9.4	Polling Questions, Breakout rooms, Guided notes	<a href="https://bit.ly/3cr1Rn">https://bit.ly/3cr1Rn</a> <a href="https://bit.ly/2z4eRoO">https://bit.ly/2z4eRoO</a> <a href="https://bit.ly/2U6yJdL">https://bit.ly/2U6yJdL</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next.	How are the characteristics of one generation passed to the next? How can they change?	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring.	Demonstrate using a model illustrating how offspring acquire genes from each parent during sexual reproduction.	3.1.8.C	PA ELD Standard 1: English language learners communicate in English for academic purposes.		5.8.B.2.1.1 [Explain how inherited traits are passed from one generation to the next.]	Diversity, Change, and Equilibrium in Ecosystems		Unit Lesson: 8.5, 8.6	Polling Questions, Breakout rooms, Guided notes	<a href="https://bit.ly/3cr1Rn">https://bit.ly/3cr1Rn</a> <a href="https://bit.ly/2z4eRoO">https://bit.ly/2z4eRoO</a> <a href="https://bit.ly/2U6yJdL">https://bit.ly/2U6yJdL</a>
6-8 Life	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next.	How are the characteristics of one generation passed to the next? How can they change?	Humans can select for specific traits, using technology for genetic modification, which leads to selective breeding.	Research and present a report that addresses the use of technologies allowing for the selection of specific genetic traits		PA ELD Standard 1: English language learners communicate in English for academic purposes.		5.8.B.2.1.4 [Describe how selective breeding can change the instructions for making proteins.]	Genetics and Heredity	Selective breeding	Unit Lesson: 8.14, 8.15, 9.15	Polling Questions, Breakout rooms, Guided notes	<a href="https://bit.ly/3cr1Rn">https://bit.ly/3cr1Rn</a> <a href="https://bit.ly/2z4eRoO">https://bit.ly/2z4eRoO</a> <a href="https://bit.ly/2U6yJdL">https://bit.ly/2U6yJdL</a>

8th Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Scientific theories are developed to provide explanations about the nature of particular phenomena, predict future events, or make inferences about past events.	Why are theories valuable constructs in helping scientists understand and explain our world?	Reasoning and Analysis	Construct a scientific explanation based on the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	S8.A.1	S8.A.1.1.1; S8.A.1.1.2; S8.A.1.1.3; S8.A.2.1.2; S8.2.1.5	Scientific Investigations	fact, theory, inquiry, hypothesis, opinion, science, law	Unit 1 Intro To Physical Science All Lessons	study guides extended time chunking frequent check ins	<a href="#">Close Reading- Scientists Ask Questions Science Foundations 8th Grade Swarmer.pdf</a>
8	New technologies often lead to the development of new scientific discoveries; new scientific discoveries often lead to the development of new technologies.	How can tools be used safely and in the context of scientific investigation to enhance and extend a scientist's understanding of the world?	Processes, Procedures and Tools of Scientific Investigations	Apply appropriate instruments for a specific purpose and describe the information the instrument can provide.	S8.A.2	S8.A.2.2.1; S8.A.2.2.3	Laboratory Tools & Safety	triple beam balance, graduated cylinder, technology, tool, laboratory safety		study guides extended time chunking frequent check ins	<a href="#">SI-Laboratory Tools &amp; Measurement Science Foundations 8th Grade Swarmer.pdf</a>
8	Scientists and engineers plan and investigate and observe the world to systematically describe it and to develop and test theories and explanations about how the world works.	What do scientists and engineers do to find out more about our world and how it functions?	Reasoning and Analysis	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will	S8.A.1	S8.A.1.1.4	Experimental Design	variable, independent variable, dependent variable, constant, control, multiple trials			<a href="#">SI-Experimental Design Science Foundations 8th Grade Swarmer.pdf</a>

8th Grade Science Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others.	In what ways are data analyzed, interpreted, and communicated?	Reasoning and Analysis	Evaluate the accuracy of various methods for collecting data. Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.	S8.A.1	S8.A.1.1.4; S8.A.2.2.1; S8.A.2.2.2	Laboratory Tools & Safety, Collecting Data	qualitative data, quantitative data, mass, volume, precision, accuracy		study guides extended time chunking frequent check ins	<a href="#">SI-Laboratory Tools &amp; Measurement Science Foundations 8th Grade Swarmer.pdf</a>
8	Data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others.	In what ways are data analyzed, interpreted, and communicated?	Reasoning and Analysis	Explain, interpret and apply scientific, environmental or technological knowledge presented in a variety of formats (e.g., visual, scenarios, graphs).	S8.A.1	S8.A.1.1.3; S8.A.1.1.4; S8.A.1.3.4; S8.A.2.1.1; S8.A.2.1.4; S8.A.2.1.5; S8.A.2.2.2	Analyze, Interpret and Communicate Data; Systems & Patterns	prediction, inference, conclusion		study guides extended time chunking frequent check ins	<a href="#">Metric Measurement Interactive Lab Science Foundations 8th Grade Swarmer.pdf</a>
8	Observed patterns of forms and events guide organization and classification and prompt questions about relationships and the factors that influence them.	How are patterns used to predict the outcome of an event or form?	Systems, Models and Patterns	Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.	S8.A.3	S8.A.3.1.1; S8.A.3.1.2; S8.A.3.1.3; S8.A.3.1.4; S8.A.3.1.5; S8.A.3.3.1; S8.A.3.3.2	Systems & Patterns	system, input, output, feedback, closed loop, open-loop, pattern, trend		study guides extended time chunking frequent check ins	<a href="#">Simple Machines Project Day 1.pdf</a>
8	Scientists develop and use system models to represent current understandings, aid in developing questions and experiments, and communicate ideas to others.	How and why do scientists develop and use models?	Systems, Models and Patterns	Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	S8.A.3	S8.A.3.2.1; S8.A.3.2.2; S8.A.3.2.3; S8.A.2.1.4; S8.A.2.1.6	Models & Technological Design	technology, model, design process		study guides extended time chunking frequent check ins	<a href="#">SI-Models &amp; Technological Design.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Scientists and engineers use reasoning and argumentation to make a justified claim about the world.	How do scientists and engineers communicate to others in order to advance science and engineering?	Reasoning and Analysis	Identify and explain the impacts of applying scientific, environmental or technological knowledge to address solutions to practical problems.	S8.A.1	S8.A.1.2.1; S8.A.1.2.2; S8.A.1.2.3; S8.A.1.2.4	Science & Society	science, technology, society, hazardous waste, biotechnology, manufacturing technology, engineering		study guides extended time chunking frequent check ins	<a href="#">Technological Design Process Activity.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Pure substances are made from a single type of atom or compound; each pure substance has characteristic physical and chemical properties that can be used to identify it.	Plan investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on given characteristic properties.	3.2.6.A2 3.2.6.A4 3.2.6.A5 3.2.7.A1	S8.C.1.1.1 S8.C.1.1.2 S8.A.1.3.2 S8.A.2.1 S8.A.2.2	Physical & Chemical Properties	Boiling point Characteristic Conductivity Density Flammability Malleability Melting point Odor Properties Pure Substance Reactivity Solubility	Unit 2 Matter All Lessons	study guides extended time chunking frequent check ins	<a href="#">Properties of Matter Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.	Given certain conditions (ex. temperature, pressure, space available), select appropriate materials, based on their physical and/or chemical properties, to be used to solve a problem.	3.2.3.A1 3.2.3.A4 3.2.4.A4 3.2.6.A5 3.2.7.A1	S8.A.1.3 S8.A.2.1 S8.A.2.2 S8.C.1.1.2		Chemical change (e.g., combustion, precipitation) Conditions (e.g., concentration, alloy, pH, pressure, catalysts) Physical change (e.g., phase		study guides extended time chunking frequent check ins	<a href="#">Matter Lab Day 3-Chemical Properties Science Foundations 8th Grade Swarmer.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change	Construct models comparing the arrangement and motion of molecules within solids, liquids and gases of the same substance.	3.2.10.A3	S8.C.1.1.2		Gas Liquid Kinetic vs. Potential energy Molecular motion Solid States of matter Temperature Thermal energy		study guides extended time chunking frequent check ins	<a href="#">Review- Matter Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within Gas Liquid Kinetic vs. Potential energy Molecular motion Solid States of matter Temperature Thermal energy atoms.	How can one explain the structure, properties, and interactions of matter?	The changes of state that occur with variations in temperature or pressure can be described and predicted	Interpret a heating curve to determine the temperature at which a substance is solid, liquid and/or gas.	3.2.4.A5	S8.C.1.1.2		Phase change (boiling, melting, freezing, sublimation) Pressure Temperature		study guides extended time chunking frequent check ins	<a href="#">Matter Lab Review Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Pure substances are made from a single type of atom or compound; each pure substance has characteristic physical and chemical properties that can be used to identify it.	Plan investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on given characteristic properties.	3.2.6.A2	S8.C.1.1.1	Elements, Compounds & Mixtures	Boiling point Characteristic Conductivity Density Flammability Malleability Melting point Odor Properties Pure Substance Reactivity Solubility	Unit 2 Matter All Lessons	study guides extended time chunking frequent check ins	<a href="#">States of Matter Science Foundations 8th Grade Swarmer.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The relationships of chemical properties of elements are represented in the repeating patterns within the periodic table.	Using what you know about the repeating pattern of chemical properties and atomic structure within the periodic table, predict the location of an unknown element based on its properties.	3.2.8.A2	S8.C.1.1.1				study guides extended time chunking frequent check ins	<a href="#">States of Matter Virtual Lab</a> <a href="#">Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	All substances are made of atoms, which combine with one another in various ways.	Compare and contrast models of simple molecules to those with extended structures.	3.2.10.A2	S8.C.1.1.1		Atoms Bonding Compounds Elements		study guides extended time chunking frequent check ins	<a href="#">States of Matter Game Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The amount of matter is conserved regardless of what reaction or change in properties occurs, the total mass of the substances involved does not change.	Plan and carry out investigations to determine the effect on the total mass of a substance when the substance changes shape, phase, and/or is dissolved.	3.2.6.A3	S8.C.1.1.3	Chemical Reactions	Chemical equation Conservation of mass Dissolve Mass Open vs. Closed Phase Change Physical Change Product Reactant	Unit 3 Chemistry All Lessons	study guides extended time chunking frequent check ins	<a href="#">Chemical Reactions Science Foundations 8th Grade Swarmer.pdf</a>

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8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	When two or more different substances are mixed, a new substance with different properties may be formed; such occurrences depend on the substances and conditions (e.g., temperature, pressure, pH,	Investigate the interaction of two or more substances to determine whether a new substance is formed when materials are mixed.	3.2.7.A4	S8.C.1.1.3		Chemical change Compounds Elements Endothermic Exothermic Mixtures Precipitate Products Reactants		study guides extended time chunking frequent check ins	<a href="#">Chemical Reactions-Reactants and Products Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In a chemical process, the atoms that make up the original substances (reactants) are regrouped, and these new substances (products) have different properties from those of the reactants.	Develop representations of reactants and products showing how atoms regroup during chemical reactions and have new properties.	3.2.7.A4	S8.C.1.1.3		Balancing equations Products Reactants Yields		study guides extended time chunking frequent check ins	<a href="#">Candy Cane Science Experiment Science Foundations 8th Grade Swarmer.pdf</a>
8	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Some chemical reactions release energy, others absorb energy.	Design, construct and carry out an experiment that either releases or absorbs energy by chemical processes.	3.2.7.A4	S8.C.1.1.3		Electrical Endothermic Exothermic Colorimetric Photometric			<a href="#">Candy Cane Science Experiment Science Foundations 8th Grade Swarmer.pdf</a>

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8	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Electromagnetic forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects	Plan and carry out investigations to illustrate the factors that affect the strength of electric and magnetic forces.	3.2.6.B1	S8.C.3.1.1	Force and Motion	Current Electric charge Electromagnetic Forces Resistance	Unit 4 Motion & Newtons Laws Unit 5 Force & Momentum All Lessons	SpEd- Extended time and decreased amount of questions Picture, Diagrams, and Videos Used Enrichment- Differentiated with increase of questions and graded percentage. Project to further understanding TDA to furter understanding and link to real lfiie careers	<a href="#">Force- Net Force Science Foundations 8th Grade Swarmer.pdf</a>
8	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Gravitational forces are always attractive. There is a gravitational force between all objects. This force is dependent upon mass and distance between the objects.	Develop a simple model using given data that represents the relationship of gravitational interactions (force, mass, distance) and the motion of objects in space.	3.2.6.B1	S8.C.3.1.1		Gravitation Gravitational forces Law of universal gravity Mass Weight		SpEd- Extended time and decreased amount of questions Pictures and Diagrams used to explain energy conversions  Enrichment- Differentiated with increase of questions and graded percentage. Reteach project to further understanding	<a href="#">Force- Balanced an d Unbalanced ForcesScience Foundations 8th Grade Swarmer.pdf</a>
8	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change.	Communicate qualitative observations and information graphically and mathematically to represent how an object’s relative position, velocity, and direction of motion are affected by forces acting on the	3.2.5.B1	S8.C.3.1.1 , S8.A.1.3.1		Acceleration Balanced Displacement Distance Force Motion graphs Net Force st Newton’s 1 Law nd Newton’s 2 Law Position Reference frame		SpEd- Extended time and decreased amount of questions Pictures and Diagrams used to explain energy conversions  Enrichment- Differentiated with increase of questions and graded percentage. Reteach project to further understanding	<a href="#">Newton's 1st Law Science Foundations 8th Grade Swarmer.pdf</a>

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8	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	A pair of interacting objects apply equal and opposite forces on one another.	Design a qualitative solution to a problem involving the motion of colliding objects. (e.g. pool table, model car collision).	3.2.5.B1	S8.C.3.1.1		Acceleration Force Force pairs Mass rd Newton's 3 Law		study guides extended time chunking frequent check ins	<a href="#">Force Virtual Lab Science Foundations 8th Grade Swarmer.pdf</a>
8	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Explain that the mechanical advantages produced by simple machines helps to do work (physics) by either overcoming a force or changing the direction of the applied force	Given a scenario involving simple machines, qualitatively compare the mechanical advantage of each. Based on this analysis, argue which machine is best for the task	3.2.6.B1	S8.C.3.1.3 , S.8.A.1.3.1, S.8.A.1.3.3	Work, Simple Machines, and Mechanical Advantage	Distance Force Mechanical advantage Simple machines Work	Unit 1 B Work and Machines	SpEd- Extended time and decreased amount of questions Pictures and Diagrams used to explain energy conversions  Enrichment- Differentiated with increase of questions and graded percentage. Reteach project to further understanding	<a href="#">What Are Simple Machines Science Foundations 8th Grade Swarmer</a>
8	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Temperature is a measure of the average kinetic energy of particles of matter.	Generate and defend a model that explains the Kinetic Theory.	3.2.6.B3	S8.C.3.1.2	Forms of Energy	Kinetic energy Temperature System Potential energy Total energy	Unit 2B Energy All Lessons	study guides extended time chunking frequent check ins	<a href="#">SI-Force and Motion Science Foundations 8th Grade Swarmer.pdf</a>
8	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Whenever a transformation of energy occurs, some of the energy in the system appears as thermal energy.	Compare, evaluate, and design a device that improves thermal energy transfer, and defend the selection of materials chosen to construct the device.	3.2.6.B3	S8.C.2.1.3	Energy Transformations Forms of Energy	Energy transfer Thermal energy Law of conservation of energy	Unit 2 B Energy	study guides extended time chunking frequent check ins	<a href="#">Energy Science Foundations 8th Grade Swarmer.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Energy is transferred from hotter regions or objects and into colder ones by the processes of conduction, convection, and radiation.	Use and/or construct models to communicate the means by which thermal energy is transferred during conduction, convection, and radiation.	3.2.6.B3	S8.C.2.1.2	Heat Transfer	Conduction Convection energy Insulator Radiation Transfer Thermal energy	Unit 2 B Energy All Lessons		<a href="#">Radiation Science Foundations 8th Grade Swarmer.pdf</a>
8	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The term “heat” as used in everyday language refers both to thermal motion (the motion of atoms or molecules within a substance) and electromagnetic radiation (particularly infrared and light).	Demonstrate different methods of heat transfer used in technological systems. Cite advantages and disadvantages of each method.	3.2.6.B3	S8.C.2.1.2		Atoms Conduction Convection Electromagnetic Radiation Heat Kinetic Molecules Potential Substance Temperature Thermal energy ☒			<a href="#">Convection Science Foundations 8th Grade Swarmer.pdf</a>
8	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The amount of energy transfer needed to change the temperature of a sample depends on the nature of the matter, the size of the sample, and the environment.	Develop and conduct an experiment to rank the specific heat of various materials by comparing their rate of change in temperature.	3.2.6.B3	S8.C.2.1.2		Conduction Heat transfer Specific heat			<a href="#">Conduction Science Foundations 8th Grade Swarmer.pdf</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (K12 OLS)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	A wave has a repeating pattern with a specific wavelength, frequency, and amplitude.	Use a drawing or physical representation of wave properties to explain amplitude, frequency, and wavelength of different waves in the electromagnetic spectrum.	3.2.7.B5	S8.A.1.1	Waves (Not found under SI Topics for PA Science Standards)	Amplitude Compressions Crest Frequency Trough Rarefactions Wave Wave length	Unit 3 B Mechanical Waves Unit 4 B Light All Lessons	study guides extended time chunking frequent check ins	<a href="#">SI- Forms of Energy &amp; Intro. to Energy Transformations.pdf</a>
8	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	When light shines on an object, it is reflected, absorbed, or transmitted through the object.	Construct explanations of how waves are reflected, absorbed or transmitted through an object.	3.2.7.B5	S8.A.1.1		Absorption Color Frequency Light Reflection Transmission		study guides extended time chunking frequent check ins	<a href="#">Forms of Energy- Radiant, Light, Thermal, Heat, &amp; Geothermal Energy.pdf</a>
8	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Many modern communication devices use digitized signals (sent as wave pulses) as a more reliable way to encode and transmit information.	Apply scientific knowledge to explain the application of waves in common communication designs.	3.2.7.B5	S8.A.1.3		Decode Encode Transmit Wave pulse		study guides extended time chunking frequent check ins	<a href="#">Analyze, Interpret, &amp; Communicate Data.pdf</a>
8	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	A sound wave needs a medium through which it is transmitted.	Through the use of models, explain the transmission of sound waves through different mediums.	3.2.5.B5	S8.A.3.2		Longitudinal Medium Sound Wave Vacuum		study guides extended time chunking frequent check ins	<a href="#">Forms of Energy- Sound &amp; Electrical Energy.pdf</a>



2024 -2029 Charter Renewal Application

High School Science Curriculum Framework

AP Bio Framework

Order	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	Modifications(SpE	Lesson Plan List	Gizmos Lab	onal Time Allotment	pts by A
2	Grade 11/12	Systems	SYI-1 Living	1.1 Structure of	SYI-1.A Explain how the	SYI-1.A.1 The	PA ELD Standard 1:	Can understand and use	PolarityHydrogen	2.2 Water	Activating prior knowledgeArticulate	Water	Molecule Builder	Life	11% Exam Weight
3	Grade 11/12	Energetics	ENE-1 The highly	1.2 Elements of Life	ENE-1.A Describe the	ENE-1.A.1 Org	PA ELD Standard 1:	Can understand and use	AtomMoleculeCar	2.1 Atoms, Isotopes,	Activating prior knowledgeArticulate	Elements of Life	Molecule Builder		
4	Grade 11/12	Systems	SYI-1 Living	1.3 Introduction to	SYI-1.B Describe the	SYI-1.B.1 Hyd	PA ELD Standard 1:	Can understand and use	HydrolysisDehydra	3.1 Synthesis of	Activating prior knowledgeArticulate	Biological	Dehydration Synthesis		
5	Grade 11/12	Systems	SYI-1 Living	1.4 Properties of	SYI-1.B Describe the	SYI-1.B.2 Stru	PA ELD Standard 1:	Can understand and use	MonomerPolymer	3.2 Carbohydrates	Activating prior knowledgeArticulate	Biological	Dehydration Synthesis		
6	Grade 11/12	Systems	SYI-1 Living	1.5 Structure and	SYI-1.C Explain how a	SYI-1.C.1 Dire	PA ELD Standard 1:	Can understand and use	NucleotidesAdenir	3.2 Carbohydrates	Activating prior knowledgeArticulate	Biological	Dehydration Synthesis		
7	Grade 11/12	Information	IST-1 Heritable	1.6 Nucleic Acids	IST-1.A Describe the	IST-1.A.1 DNA	PA ELD Standard 1:	Can understand and use	DNARNABivalent	3.5 Nucleic Acids	Activating prior knowledgeArticulate	Biological	DNA Profiling		
8	Grade 11/12	Systems	SYI-1 Living	2.1 Cell Structure:	SYI-1.D Describe the	SYI-1.D.3 End	PA ELD Standard 1:	Can understand and use	Endoplasmic Retic	4.3 Eukaryotic Cells	Activating prior knowledgeArticulate	Structures and Funct	Cell Structure	ction	10-13% Exam Weight
9	Grade 11/12	Systems	SYI-1 Living	2.2 Cell Structure	SYI-1.E Explain how	SYI-1.E.1 Orga	PA ELD Standard 1:	Can understand and use	Endoplasmic Retic	4.3 Eukaryotic Cells	Flipped learningVideo to supplement	aryotic and Eukaryotic	Cell Structure		
10	Grade 11/12	Systems	SYI-1 Living	2.2 Cell Structure	SYI-1.F Describe the	SYI-1.F.1 The f	PA ELD Standard 1:	Can understand and use	ATPThykaloidChlor	4.3 Eukaryotic Cells	Flipped learningVideo to supplement	aryotic and Eukaryotic	Photosynthesis		
11	Grade 11/12	Energetics	ENE-1 The highly	2.3 Cell Size	ENE-1.B Explain the effect	ENE-1.B.1 Sur	PA ELD Standard 1:	Can understand and use	Surface Area to Vo	4.2 Prokaryotic Cells (SA	Call and responseExtend and apply	Cell Size - Surface	Cell Structure		
12	Grade 11/12	Energetics	ENE-1 The highly	2.3 Cell Size	ENE-1.C Explain how	ENE-1.C.2 Org	PA ELD Standard 1:	Can understand and use	Active Transport	5.4 Bulk Transport	Asynchronous instruction, independ	Active Transport	Paramecium		
13	Grade 11/12	Energetics	ENE-2 Cells have	2.4 Plasma	ENE-2.A Describe the roles	ENE-2.A.1 Phc	PA ELD Standard 1:	Can understand and use	PhospholipidsHydr	5.1 Components and	Activating prior knowledgeArticulate	Plasma Membrane	Cell Structure		
14	Grade 11/12	Energetics	ENE-2 Cells have	2.4 Plasma	ENE-2.B Describe the Fluid	ENE-2.B.1 Cell	PA ELD Standard 1:	Can understand and use	PhospholipidsGlyc	5.1 Components and	Activating prior knowledgeArticulate	Plasma Membrane	N/A		
15	Grade 11/12	Energetics	ENE-2 Cells have	2.5 Membrane	ENE-2.C Explain how the	ENE-2.C.1 The	PA ELD Standard 1:	Can understand and use	Selective Permeab	5.2 Passive Transport	Activating prior knowledgeCall and	Membrane	Osmosis		
16	Grade 11/12	Energetics	ENE-2 Cells have	2.5 Membrane	ENE-2.D Describe the role	ENE-2.D.1 Cel	PA ELD Standard 1:	Can understand and use	Permeability	5.2 Passive Transport	Activating prior knowledgeCall and	Membrane	Osmosis		
17	Grade 11/12	Energetics	ENE-2 Cells have	2.6 Membrane	ENE-2.E Describe the	ENE-2.E.1 Pas	PA ELD Standard 1:	Can understand and use	Passive Tranport	5.2 Passive Transport	Activating prior knowledgeCall and	Membrane	Osmosis		
18	Grade 11/12	Energetics	ENE-2 Cells have	2.6 Membrane	ENE-2.F Describe the	ENE-2.F.1 The	PA ELD Standard 1:	Can understand and use	Selective Permeab	5.2 Active Transport	Asynchronous instruction, independ	Active Transport	N/A		
19	Grade 11/12	Energetics	ENE-2 Cells have	2.7 Facilitated	ENE-2.G Explain how the	ENE-2.G.1 Me	PA ELD Standard 1:	Can understand and use	Facilitated diffusio	5.2 Passive Transport	Asynchronous instruction, independ	Active Transport	N/A		
20	Grade 11/12	Energetics	ENE-2 Cells have	2.8 Tonicity and	ENE-2.H Explain how	ENE-2.H.1 Ext	PA ELD Standard 1:	Can understand and use	HypotonicHyperto	5.2 Passive Transport	Activating prior knowledgeCall and	Membrane	Osmosis		
21	Grade 11/12	Energetics	ENE-2 Cells have	2.8 Tonicity and	ENE-2.I Explain how	ENE-2.I.1 Gro	PA ELD Standard 1:	Can understand and use	HomeostasisOsmo	5.2 Passive Transport	Activating prior knowledgeCall and	Membrane	Osmosis		
22	Grade 11/12	Energetics	ENE-2 Cells have	2.9 Mechanisms of	ENE-2.J Describe the	ENE-2.J.1 A va	PA ELD Standard 1:	Can understand and use	Passive Transport	5.2 Passive Transport	Asynchronous instruction, independ	Active Transport	N/A		
23	Grade 11/12	Energetics	ENE-2 Cells have	2.10 Cell	ENE-2.K Describe the	ENE-2.K.1 Me	PA ELD Standard 1:	Can understand and use	Enzyme	4.3 Eukaryotic Cells	Activating prior knowledgeArticulate	Structures and Funct	Cell Structure		
24	Grade 11/12	Energetics	ENE-2 Cells have	2.10 Cell	ENE-2.L Explain how	ENE-2.L.1 Inte	PA ELD Standard 1:	Can understand and use	Phospholipid mem	4.3 Eukaryotic Cells	Activating prior knowledgeArticulate	Structures and Funct	Cell Structure		
25	Grade 11/12	Evolution	EVO-1 Evolution is	2.11 Origins of Cell	EVO-1.A Describe	EVO-1.A.1 The	PA ELD Standard 1:	Can understand and use	OrganelleEndosymb	4.3 Prokaryotic Cells	Video to supplement learningPipe	sive and Active Trans	N/A		
26	Grade 11/12	Evolution	EVO-1 Evolution is	2.11 Origins of Cell	EVO-1.B Describe the	EVO-1.B.1 Me	PA ELD Standard 1:	Can understand and use	Endosymbiosis	4.3 Eukaryotic Cells	Video to supplement learningPipe	sive and Active Trans	N/A		
27	Grade 11/12	Energetics	ENE-1 The highly	3.1 Enzyme	ENE-1.D Describe the	ENE-1.D.1 The	PA ELD Standard 1:	Can understand and use	EnzymeEnzyme M	6.5 Enzymes	Activating prior knowledgeExtend a	Enzyme Lab	Enzymes - High School	cs	12-16% Exam Weight
28	Grade 11/12	Energetics	ENE-1 The highly	3.2 Enzyme	ENE-1.E Explain how	ENE-1.E.1 The	PA ELD Standard 1:	Can understand and use	EnzymeActivation	6.5 Enzymes	Activating prior knowledgeExtend a	Enzyme Lab	Enzymes - High School		
29	Grade 11/12	Energetics	ENE-1 The highly	3.3 Environmental	ENE-1.F Explain how	ENE-1.F.1 Cha	PA ELD Standard 1:	Can understand and use	EnzymeDenaturati	6.5 Enzymes (Lab	Activating prior knowledgeExtend a	Enzyme Lab	Enzymes - High School		
30	Grade 11/12	Energetics	ENE-1 The highly	3.3 Environmental	ENE-1.G Explain how the	ENE-1.G.1 Env	PA ELD Standard 1:	Can understand and use	EnzymeCompetiti	6.5 Enzymes (Lab	Activating prior knowledgeExtend a	Enzyme Lab	Enzymes - High School		
31	Grade 11/12	Energetics	ENE-1 The highly	3.4 Cellular Energy	ENE-1.H Describe the role	ENE-1.H.1 All	PA ELD Standard 1:	Can understand and use	Thermodynamics	6.1 Energy and	Call and responseExtend and apply	Strategies in Living	Enzymes - High School		
32	Grade 11/12	Energetics	ENE-1 The highly	3.5 Photosynthesis	ENE-1.I Describe the	ENE-1.I.1 Orga	PA ELD Standard 1:	Can understand and use	PhotosynthesisATP	8.1 Overview of	Activating prior knowledgeExtendec	Cellular	Photosynthesis		
33	Grade 11/12	Energetics	ENE-1 The highly	3.5 Photosynthesis	ENE-1.J Explain how cells	ENE-1.J.1 Dur	PA ELD Standard 1:	Can understand and use	ChlorophyllPhotos	8.1 Overview of	Activating prior knowledgeExtendec	Cellular	Photosynthesis		
34	Grade 11/12	Energetics	ENE-1 The highly	3.6 Cellular	ENE-1.K Describe the	ENE-1.K.1 Fer	PA ELD Standard 1:	Can understand and use	FermentationCellu	7.2 Glycolysis	Activating prior knowledgeExtendec	Cellular	Cell Respiration		
35	Grade 11/12	Energetics	ENE-1 The highly	3.6 Cellular	ENE-1.L Explain how cells	ENE-1.L.1 Gly	PA ELD Standard 1:	Can understand and use	GlycolysisPyruvate	7.2 Glycolysis	Activating prior knowledgeExtendec	Cellular	Cell Respiration		
36	Grade 11/12	Systems	SYI-3 Naturally	3.7 Fitness	SYI-3.A Explain the	SYI-3.A.1 Vari	PA ELD Standard 1:	Can understand and use	GlycolysisPyruvate	7.6 Connections of	Activating prior knowledgeExtendec	Case Study:	Cell Respiration		
37	Grade 11/12	Information	IST-3 Cells	4.1 Cell	IST-3.A Describe the ways	IST-3.A.1 Cells	PA ELD Standard 1:	Can understand and use	ApoptosisNecrosis	9.1 Signaling Molecules	Call and responseExtend and apply	Cell Death and	Cell Types	Cell Cycle	10-15% Exam Weigh
38	Grade 11/12	Information	IST-3 Cells	4.1 Cell	IST-3.B Explain how cells	IST-3.B.1 Cells	PA ELD Standard 1:	Can understand and use	Local regulator	9.1 Signaling Molecules	Call and responseExtend and apply	Cell	N/A		
39	Grade 11/12	Information	IST-3 Cells	4.2 Introduction to	IST-3.C Describe the	IST-3.C.1 Sign	PA ELD Standard 1:	Can understand and use	Signal Transductio	9.1 Signaling Molecules	Call and responseExtend and apply	Cell	N/A		
40	Grade 11/12	Information	IST-3 Cells	4.2 Introduction to	IST-3.D Describe the role of	IST-3.D.1 Sign	PA ELD Standard 1:	Can understand and use	ligandG protein-co	9.2 Propagation of the	Call and responseExtend and apply	Cell	N/A		
41	Grade 11/12	Information	IST-3 Cells	4.3 Signal	IST-3.E Describe the role of	IST-3.E.1 Sign	PA ELD Standard 1:	Can understand and use	Signal Transductio	9.2 Propagation of the	Call and responseExtend and apply	Cell	N/A		
42	Grade 11/12	Information	IST-3 Cells	4.3 Signal	IST-3.F Describe the	IST-3.F.1 Sign	PA ELD Standard 1:	Can understand and use	Signal Transductio	9.2 Propagation of the	Call and responseExtend and apply	Cell	N/A		
43	Grade 11/12	Information	IST-3 Cells	4.4 Changes in	IST-3.G Explain how a	IST-3.G.1 Char	PA ELD Standard 1:	Can understand and use	Mutation	9.3 Response to the	Call and responseExtend and apply	Cell	N/A		
44	Grade 11/12	Energetics	ENE-3 Timing and	4.5 Feedback	ENE-3.A Describe positive	ENE-3.A.1 Org	PA ELD Standard 1:	Can understand and use	Positive Feedback	24.3 Homeostasis	Call and responseFlipped learning	Homeostatic	Homeostasis		
45	Grade 11/12	Energetics	ENE-3 Timing and	4.5 Feedback	ENE-3.B Explain how	ENE-3.B.1 Neg	PA ELD Standard 1:	Can understand and use	Negative Feedback	24.3 Homeostasis	Call and responseFlipped learning	Homeostatic	Homeostasis		
46	Grade 11/12	Energetics	ENE-3 Timing and	4.5 Feedback	ENE-3.C Explain how	ENE-3.C.1 Pos	PA ELD Standard 1:	Can understand and use	Positive Feedback	24.3 Homeostasis	Call and responseFlipped learning	Homeostatic	Homeostasis		
47	Grade 11/12	Information	IST-1 Heritable	4.6 Cell Cycle	IST-1.B Describe the events	IST-1.B.1 In eu	PA ELD Standard 1:	Can understand and use	MitosisCyclinInter	10.1 Cell Division	Call and responseFlipped learning	osis, Cyclins, and I	Cell Division		
48	Grade 11/12	Information	IST-1 Heritable	4.6 Cell Cycle	IST-1.C Explain how mitosis	IST-1.C.1 Mito	PA ELD Standard 1:	Can understand and use	MitosisCyclinInter	10.3 Control of the Cell	Call and responseFlipped learning	osis, Cyclins, and I	Cell Division		
49	Grade 11/12	Information	IST-1 Heritable	4.7 Regulation of	IST-1.D Describe the role of	IST-1.D.1 A nu	PA ELD Standard 1:	Can understand and use	MitosisCyclinInter	10.3 Control of the Cell	Call and responseFlipped learning	osis, Cyclins, and I	Cell Division		
50	Grade 11/12	Information	IST-1 Heritable	4.7 Regulation of	IST-1.E Describe the effects	IST-1.E.1 Disru	PA ELD Standard 1:	Can understand and use	MitosisCyclinInter	10.4 Cancer and the Cell	Call and responseFlipped learning	Mitosis, Cyclins, and La	Cell Division		
51	Grade 11/12	Information	IST-1 Heritable	5.1 Meiosis	IST-1.F Explain how	IST-1.F.1 Meio	PA ELD Standard 1:	Can understand and use	MeiosisInterphase	11.1 The Process of	Call and responseFlipped learning	Meiosis	Cell Division	11% Exam Weight	11 Class Pe
52	Grade 11/12	Information	IST-1 Heritable	5.1 Meiosis	IST-1.G Describe	IST-1.G.1 Mitc	PA ELD Standard 1:	Can understand and use	MeiosisInterphase	10.2 The Cell Cycle	Call and responseFlipped learning	Meiosis	Cell Division		
53	Grade 11/12	Information	IST-1 Heritable	5.2 Meiosis and	IST-1.H Explain how the	IST-1.H.1 Sepa	PA ELD Standard 1:	Can understand and use	MeiosisInterphase	11.2 Sexual	Call and responseFlipped learning	Meiosis	Cell Division		
54	Grade 11/12	Evolution	EVO-2 Organisms	5.3 Mendelian	EVO-2.A Explain how	EVO-2.A.1 DN	PA ELD Standard 1:	Can understand and use	DNARNARibosome	13.1 Chromosomal	Call and responseFlipped learning	Monohybrid	RNA and Protein		
55	Grade 11/12	Information	IST-1 Heritable	5.3 Mendelian	IST-1.I Explain the	IST-1.I.1 Mend	PA ELD Standard 1:	Can understand and use	GametesChromos	12.1 Mendel's	Call and responseFlipped learning	Monohybrid	Mouse Genetics (One		
56	Grade 11/12	Information	IST-1 Heritable	5.4 Non-Mendelian	IST-1.J Explain deviations	IST-1.J.1 Patte	PA ELD Standard 1:	Can understand and use	GametesChromos	12.2 Characteristics and	Call and responseFlipped learning	nd Mendelian Inherit	Mouse Genetics (One		
57	Grade 11/12	Systems	SYI-3 Naturally	5.5 Environmental	SYI-3.B Explain how the	SYI-3.B.1 Envi	PA ELD Standard 1:	Can understand and use	GenePhenotypic P	16.6 Eukaryotic	Call and responseFlipped learning	nd Mendelian Inherit	Evolution: Natural and		
58	Grade 11/12	Systems	SYI-3 Naturally	5.6 Chromosomal	SYI-3.C Explain how	SYI-3.C.1 Segr	PA ELD Standard 1:	Can understand and use	SegregationIndepe	13.2 Chromosomal Basis	Call and responseFlipped learning	nd Mendelian Inherit	Human Karyotyping		
59	Grade 11/12	Information	IST-1 Heritable	6.1 DNA and RNA	IST-1.K Describe the	IST-1.K.1 DNA	PA ELD Standard 1:	Can understand and use	DNARNAC	3.5 Nucleic Acids	Call and responseFlipped learning	DNA Replicatio	Building DNA	gulation	12-16% Exam Weight

AP Bio Framework

Order	Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language	ELD Proficiency Levels	Vocabulary	Curriculum Alignment	Modifications(SpE	Lesson Plan List	Gizmos Lab	onal Time Allotment	pts by A
60	Grade 11/12	Information	IST-1 Heritable	6.1 DNA and RNA	IST-1.L Describe the	IST-1.L.1 DNA	PA ELD Standard 1:	Call and response	Nucleotides	14.2 DNA Structure and	Call and response	DNA Replication	Building DNA		
61	Grade 11/12	Information	IST-1 Heritable	6.2 Replication	IST-1.M Describe the	IST-1.M.1 DNA	PA ELD Standard 1:	Call and response	Helicase	14.3 Basics of DNA	Call and response	DNA Replication	Building DNA		
62	Grade 11/12	Information	IST-1 Heritable	6.3 Transcription	IST-1.N Describe the	IST-1.N.1 The	PA ELD Standard 1:	Call and response	mRNA	15.1 The Genetic Code	Call and response	Protein Synthesis	RNA and Protein		
63	Grade 11/12	Information	IST-1 Heritable	6.4 Translation	IST-1.O Describe how the	IST-1.O.1 Tran	PA ELD Standard 1:	Call and response	Translation	15.4 RNA Processing in	Call and response	Protein Synthesis	RNA and Protein		
64	Grade 11/12	Information	IST-2 Differences in	6.5 Regulation of	IST-2.A Describe the types	IST-2.A.1 Regu	PA ELD Standard 1:	Call and response	Regulatory Sequen	16.1 Regulation of Gene	Video to supplement learning	Gene Expression	N/A		
65	Grade 11/12	Information	IST-2 Differences in	6.5 Regulation of	IST-2.B Explain how the	IST-2.B.1 Both	PA ELD Standard 1:	Call and response	Gene Regulation	16.1 Regulation of Gene	Video to supplement learning	Gene Expression	N/A		
66	Grade 11/12	Information	IST-2 Differences in	6.6 Gene	IST-2.C Explain how the	IST-2.C.1 Pron	PA ELD Standard 1:	Call and response	Promoter	16.4 Eukaryotic	Video to supplement learning	Gene Expression	N/A		
67	Grade 11/12	Information	IST-2 Differences in	6.6 Gene	IST-2.D Explain the	IST-2.D.1 Gene	PA ELD Standard 1:	Call and response	Gene Expression	16.4 Eukaryotic	Video to supplement learning	Gene Expression	N/A		
68	Grade 11/12	Information	IST-2 Differences in	6.7 Mutations	IST-2.E Describe the	IST-2.E.1 Char	PA ELD Standard 1:	Call and response	Genotype	13.2 Chromosomal Basis	Call and response	Mutations	Evolution: Natural and		
69	Grade 11/12	Information	IST-4 The	6.7 Mutations	IST-4.A Explain how	IST-4.A.1 Erro	PA ELD Standard 1:	Call and response	Mutation	13.2 Chromosomal Basis	Call and response	Mutations	Evolution: Natural and		
70	Grade 11/12	Information	IST-4 The	6.7 Mutations	IST-4.B Explain how	IST-4.B.1 Char	PA ELD Standard 1:	Call and response	Transduction	13.2 Chromosomal Basis	Video to supplement learning	Genetic	N/A		
71	Grade 11/12	Information	IST-1 Heritable	6.8 Biotechnology	IST-1.P Explain the use of	IST-1.P.1 Gene	PA ELD Standard 1:	Call and response	Genetic Engineerin	17.1 Biotechnology	Video to supplement learning	Genetic	DNA Profiling		
72	Grade 11/12	Evolution	EVO-1 Evolution is	7.1 Introduction to	EVO-1.C Describe the	EVO-1.C.1 Nat	PA ELD Standard 1:	Call and response	Natural Selection	18.1 Understanding	Call and response	Natural Selection	Evolution: Natural and	10-20% Exam Weight	20-23 Cl
73	Grade 11/12	Evolution	EVO-1 Evolution is	7.1 Introduction to	EVO-1.D.1 Explain how	EVO-1.D.1 Ev	PA ELD Standard 1:	Call and response	Coral Reef	19.1 Population	Call and response	Natural Selection	Coral Reef 1 - Abiotic		
74	Grade 11/12	Evolution	EVO-1 Evolution is	7.2 Natural	EVO-1.E Describe the	EVO-1.E.1 Nat	PA ELD Standard 1:	Call and response	Phenotypic variati	19.3 Adaptive Evolution	Call and response	Natural Selection	Evolution: Natural and		
75	Grade 11/12	Evolution	EVO-1 Evolution is	7.3 Artificial	EVO-1.F Explain how	EVO-1.F.1 Thr	PA ELD Standard 1:	Call and response	Artificial Selection	19.3 Adaptive Evolution	Call and response	Genetic	Evolution: Natural and		
76	Grade 11/12	Evolution	EVO-1 Evolution is	7.3 Artificial	EVO-1.G Explain the	EVO-1.G.1 Co	PA ELD Standard 1:	Call and response	Convergen	18.1 Understanding	Call and response	Genetic Drift and	N/A		
77	Grade 11/12	Evolution	EVO-1 Evolution is	7.4 Population	EVO-1.H Explain how	EVO-1.H.1 Evc	PA ELD Standard 1:	Call and response	Mutation	19.2 Population Genetics	Call and response	Genetic Drift and	N/A		
78	Grade 11/12	Evolution	EVO-1 Evolution is	7.4 Population	EVO-1.I Describe the role	EVO-1.I.1 Red	PA ELD Standard 1:	Call and response	Genetic Variation	19.3 Adaptive Evolution	Call and response	Genetic Drift and	N/A		
79	Grade 11/12	Evolution	EVO-1 Evolution is	7.4 Population	EVO-1.J Describe the	EVO-1.J.1 Mu	PA ELD Standard 1:	Call and response	Mutation	13.2 Chromosomal Basis	Call and response	Natural Selection	Evolution: Natural and		
80	Grade 11/12	Evolution	EVO-1 Evolution is	7.5 Hardy-	EVO-1.K Describe the	EVO-1.K.1 Har	PA ELD Standard 1:	Call and response	Equilibrium	19.1 Population	Call and response	Selection and	Evolution		
81	Grade 11/12	Evolution	EVO-1 Evolution is	7.5 Hardy-	EVO-1.L Explain the	EVO-1.L.1 Cha	PA ELD Standard 1:	Call and response	Allele Frequency	19.1 Population	Call and response	Selection and Hardy	Hardy-Weinburg		
82	Grade 11/12	Evolution	EVO-1 Evolution is	7.6 Evidence of	EVO-1.M Describe the	EVO-1.M.1 E	PA ELD Standard 1:	Call and response	Evolution	18.1 Understanding	Video to supplement learning	Speciation	Human Evolution - Skull		
83	Grade 11/12	Evolution	EVO-1 Evolution is	7.6 Evidence of	EVO-1.N Explain how	EVO-1.N.1 Mc	PA ELD Standard 1:	Call and response	Morphological	18.1 Understanding	Video to supplement learning	Speciation	Human Evolution - Skull		
84	Grade 11/12	Evolution	EVO-2 Organisms	7.6 Evidence of	EVO-2.B Describe the	EVO-2.B.1 Ma	PA ELD Standard 1:	Call and response	Phylogeny	18.1 Understanding	Video to supplement learning	Speciation	N/A		
85	Grade 11/12	Evolution	EVO-2 Organisms	7.7 Common	EVO-2.C Describe	EVO-2.C.1 Str	PA ELD Standard 1:	Call and response	Introns	20.2 Determining	Video to supplement learning	Speciation	N/A		
86	Grade 11/12	Evolution	EVO-3 Life	7.8 Continuing	EVO-3.A Explain how	EVO-3.A.1 Pog	PA ELD Standard 1:	Call and response	Genomic	19.1 Population	Video to supplement learning	Speciation	N/A		
87	Grade 11/12	Evolution	EVO-3 Life	7.9 Phylogeny	EVO-3.B Describe the types	EVO-3.B.1 Phy	PA ELD Standard 1:	Call and response	Phylogeny	20.1 Organizing Life on	Video to supplement learning	Speciation	Cladograms		
88	Grade 11/12	Evolution	EVO-3 Life	7.9 Phylogeny	EVO-3.C Explain how a	EVO-3.C.1 Phy	PA ELD Standard 1:	Call and response	Speciation	20.1 Organizing Life on	Video to supplement learning	Speciation	Cladograms		
89	Grade 11/12	Evolution	EVO-3 Life	7.10 Speciation	EVO-3.D Describe the	EVO-3.D.1 Pur	PA ELD Standard 1:	Call and response	Speciation	18.2 Formation of New	Video to supplement learning	Speciation	N/A		
90	Grade 11/12	Evolution	EVO-3 Life	7.10 Speciation	EVO-3.E Describe the rate	EVO-3.E.1 Spe	PA ELD Standard 1:	Call and response	Punctuated Equilib	18.3 Reconnection and	Video to supplement learning	Natural Selection	N/A		
91	Grade 11/12	Evolution	EVO-3 Life	7.10 Speciation	EVO-3.F Explain the	EVO-3.F.1 Spe	PA ELD Standard 1:	Call and response	Prezygotic	18.2 Formation of New	Video to supplement learning	Speciation	Rainfall and Bird Beaks		
92	Grade 11/12	Evolution	EVO-3 Life	7.11 Extinction	EVO-3.G Describe factors	EVO-3.G.1 Ext	PA ELD Standard 1:	Call and response	Extinction	18.3 Reconnection and	Video to supplement learning	Speciation	Rainfall and Bird Beaks		
93	Grade 11/12	Evolution	EVO-3 Life	7.11 Extinction	EVO-3.H Explain how the	EVO-3.H.1 Hu	PA ELD Standard 1:	Call and response	Extinction	35.5 Climate and the	Video to supplement learning	Speciation	Greenhouse Effect		
94	Grade 11/12	Evolution	EVO-3 Life	7.11 Extinction	EVO-3.I Explain species	EVO-3.I.1 The	PA ELD Standard 1:	Call and response	Speciation	18.3 Reconnection and	Video to supplement learning	Speciation	Rainfall and Bird Beaks		
95	Grade 11/12	Evolution	EVO-3 Life	7.11 Extinction	EVO-3.J Explain how	EVO-3.J.1 Exti	PA ELD Standard 1:	Call and response	Extinction	38.1 Threats to	Video to supplement learning	Speciation	N/A		
96	Grade 11/12	Systems	SYI-3 Naturally	7.12 Variations in	SYI-3.D Explain how the	SYI-3.D.1 A	PA ELD Standard 1:	Call and response	Diverse	19.1 Population	Video to supplement learning	Natural Selection	Rainfall and Bird Beaks		
97	Grade 11/12	Systems	SYI-3 Naturally	7.13 Origins of Life	SYI-3.E Describe the	SYI-3.E.1 Seve	PA ELD Standard 1:	Call and response	Geologic	Studying the origin of life	Video to supplement learning	Origins of Life	N/A		
98	Grade 11/12	Energetics	ENE-3 Timing and	8.1 Responses to	ENE-3.D Explain how the	ENE-3.D.1 Org	PA ELD Standard 1:	Call and response	Behavioral Mecha	36.7 Behavioral Biology:	Brainstorming	Ecology PBL	N/A	15% Exam Weight	18-21 Class P
99	Grade 11/12	Information	IST-5 Transmission	8.1 Responses to	IST-5.A Explain how the	IST-5.A.1 Indiv	PA ELD Standard 1:	Call and response	Visual	36.7 Behavioral Biology:	Brainstorming	Ecology PBL Project	N/A		
100	Grade 11/12	Energetics	ENE-1 The highly	8.2 Energy Flow	ENE-1.M Describe the	ENE-1.M.1 Or	PA ELD Standard 1:	Call and response	Regulation	37.2 Energy Flow	Brainstorming	Ecology PBL Project	N/A		
101	Grade 11/12	Energetics	ENE-1 The highly	8.2 Energy Flow	ENE-1.N Explain how	ENE-1.N.1 Cha	PA ELD Standard 1:	Call and response	Energy availability	37.2 Energy Flow	Brainstorming	Ecology PBL Project	Food Chain		
102	Grade 11/12	Energetics	ENE-1 The highly	8.2 Energy Flow	ENE-1.O Explain how the	ENE-1.O.1 Au	PA ELD Standard 1:	Call and response	Autotrophs	37.2 Energy Flow	Brainstorming	Ecology PBL Project	N/A		
103	Grade 11/12	Systems	SYI-1 Living	8.3 Population	SYI-1.F Describe factors	SYI-1.F.1 Popl	PA ELD Standard 1:	Call and response	Populations	36.3 Environmental	Brainstorming	Ecology PBL Project	Rabbit Population by		
104	Grade 11/12	Systems	SYI-1 Living	8.4 Effect of	SYI-1.H Explain how the	SYI-1.H.1 A p	PA ELD Standard 1:	Call and response	Resource Availabil	36.3 Environmental	Brainstorming	Ecology PBL Project	Rabbit Population by		
105	Grade 11/12	Energetics	ENE-4	8.5 Community	ENE-4.A Describe the	ENE-4.A.1 The	PA ELD Standard 1:	Call and response	Species Diversity	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Forest Ecosystem		
106	Grade 11/12	Energetics	ENE-4	8.5 Community	ENE-4.B Explain how	ENE-4.B.1 Cor	PA ELD Standard 1:	Call and response	Community	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Forest Ecosystem		
107	Grade 11/12	Energetics	ENE-4	8.5 Community	ENE-4.C Explain how	ENE-4.C.1 Coc	PA ELD Standard 1:	Call and response	Cooperation	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Food Chain		
108	Grade 11/12	Systems	SYI-3 Naturally	8.6 Biodiversity	SYI-3.F Describe the	SYI-3.F.1 Natu	PA ELD Standard 1:	Call and response	Ecosystem	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Ecosystems		
109	Grade 11/12	Systems	SYI-3 Naturally	8.6 Biodiversity	SYI-3.G Explain how the	SYI-3.G.1 An	PA ELD Standard 1:	Call and response	Keystone Species	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Ecosystems		
110	Grade 11/12	Evolution	EVO-1 Evolution is	8.7 Disruptions to	EVO-1.O Explain the	EVO-1.O.1 The	PA ELD Standard 1:	Call and response	Adaptation	38.3 Threats to	Brainstorming	Ecology PBL Project	Evolution: Natural and		
111	Grade 11/12	Systems	SYI-2 Competition	8.7 Disruptions to	SYI-2.A Explain how	SYI-2.A.1 The	PA ELD Standard 1:	Call and response	Invasive Species	36.6 Community Ecology	Brainstorming	Ecology PBL Project	Plants and Snails		
112	Grade 11/12	Systems	SYI-2 Competition	8.7 Disruptions to	SYI-2.B Describe human	SYI-2.B.1 The	PA ELD Standard 1:	Call and response	Local Ecosystem	38.3 Threats to	Brainstorming	Ecology PBL Project	Greenhouse Effect		
113	Grade 11/12	Systems	SYI-2 Competition	8.7 Disruptions to	SYI-2.C Explain how	SYI-2.C.1 Geol	PA ELD Standard 1:	Call and response	Biogeographical st	37.3 Biogeochemical	Brainstorming	Ecology PBL Project	Forest Ecosystem		

Course	Big Idea	Enduring Understanding Essential Questions	TOPIC Concepts	Learning Objective Competencies	Essential Knowledge Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	LAB COMPONENT Gizmos applicable per unit	Instructional Time	Modifications	Sample Lesson Plans
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.1 Introduction to Ecosystems	ERT-1.A Explain how the availability of resources influences species interactions.	ERT-1.A.1 In a predator-prey relationship, the predator is an organism that eats another organism (the prey). ERT-1.A.2 Symbiosis is a close and long-term interaction between two species in an ecosystem. Types of symbiosis include mutualism, commensalism, and parasitism. ERT-1.A.3 Competition can occur within or between species in an ecosystem where there are limited resources. Resource partitioning— using the resources in different ways, places, or at different times—can reduce the negative impact of competition	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		biotic abiotic predator prey symbiosis mutualism commensalism parasitism competition resources	Ecosystems  Prairie Ecosystem  Forest ecosystem  Pond ecosystem  GMOs and the environment	6-8% Exam Weighting  14-15 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.google.com/file/d/1aucgGBGF5g9OXNmQvC5CIB8zituivS/view?usp=sharing">https://drive.google.com/file/d/1aucgGBGF5g9OXNmQvC5CIB8zituivS/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.2 Terrestrial Biomes	ERT-1.B Describe the global distribution and principal environmental aspects of terrestrial biomes.	ERT-1.B.1 A biome contains characteristic communities of plants and animals that result from, and are adapted to, its climate. ERT-1.B.2 Major terrestrial biomes include taiga, temperate rainforests, temperate seasonal forests, tropical rainforests, shrubland, temperate grassland, savanna, desert, and tundra. ERT-1.B.3 The global distribution of nonmineral terrestrial natural resources, such as water and trees for lumber, varies because of some combination of climate, geography, latitude and altitude, nutrient availability, and soil. ERT-1.B.4 The worldwide distribution of biomes is dynamic; the distribution has changed in the past and may again shift as a result of global climate changes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		biome climate terrestrial	Food chain  Coral reefs abiotic factors  Coral reefs biotic factors  Fruit production		Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class	<a href="https://drive.google.com/file/d/1BQt4d4GfJ17gNEN9peFKixDPQLBxT3/view?usp=sharing">https://drive.google.com/file/d/1BQt4d4GfJ17gNEN9peFKixDPQLBxT3/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.3 Aquatic Biomes	ERT-1.C Describe the global distribution and principal environmental aspects of aquatic biomes.	ERT-1.C.1 Freshwater biomes include streams, rivers, ponds, and lakes. These freshwater biomes are a vital resource for drinking water. ERT-1.C.2 Marine biomes include oceans, coral reefs, marshland, and estuaries. Algae in marine biomes supply a large portion of the Earth's oxygen, and also take in carbon dioxide from the atmosphere. ERT-1.C.3 The global distribution of nonmineral marine natural resources, such as different types of fish, varies because of some combination of salinity, depth, turbidity, nutrient availability, and	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		salinity estuaries turbidity			Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use	<a href="https://drive.google.com/file/d/1qg1HFVog3-aNaGRaAitHX9Z2FTKz0FX_/view?usp=sharing">https://drive.google.com/file/d/1qg1HFVog3-aNaGRaAitHX9Z2FTKz0FX_/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.4 The Carbon Cycle	ERT-1.D Explain the steps and reservoir interactions in the carbon cycle.	ERT-1.D.1 The carbon cycle is the movement of atoms and molecules containing the element carbon between sources and sinks. ERT-1.D.2 Some of the reservoirs in which carbon compounds occur in the carbon cycle hold those compounds for long periods of time, while some hold them for relatively short periods of time. ERT-1.D.3 Carbon cycles between photosynthesis and cellular respiration in living things. ERT-1.D.4 Plant and animal decomposition have led to the storage of carbon over millions of years. The burning of fossil fuels quickly moves that stored carbon into atmospheric carbon, in the form of carbon dioxide.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		matter atoms molecules reservoirs			Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to	<a href="https://drive.google.com/file/d/1yC6szoBOqwlWIOH6Y7PVoXw-qW_97JG/view?usp=sharing">https://drive.google.com/file/d/1yC6szoBOqwlWIOH6Y7PVoXw-qW_97JG/view?usp=sharing</a>

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AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.5 The Nitrogen Cycle	ERT-1.E Explain the steps and reservoir interactions in the nitrogen cycle.	ERT-1.E.1 The nitrogen cycle is the movement of atoms and molecules containing the element nitrogen between sources and sinks. ERT-1.E.2 Most of the reservoirs in which nitrogen compounds occur in the nitrogen cycle hold those compounds for relatively short periods of time. ERT-1.E.3 Nitrogen fixation is the process in which atmospheric nitrogen is converted into a form of nitrogen (primarily ammonia) that is available for uptake by plants and that can be synthesized into plant tissue. ERT-1.E.4 The atmosphere is the major reservoir of nitrogen.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		nitrification nitrogen-fixing			complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning	<a href="https://drive.google.com/file/d/13ncd89t0XGxNuc1DT8K8Am_sEg1XxDoM/view?usp=sharing">https://drive.google.com/file/d/13ncd89t0XGxNuc1DT8K8Am_sEg1XxDoM/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.6 The Phosphorus Cycle	ERT-1.F Explain the steps and reservoir interactions in the phosphorus cycle.	ERT-1.F.1 The phosphorus cycle is the movement of atoms and molecules containing the element phosphorus between sources and sinks. ERT-1.F.2 The major reservoirs of phosphorus in the phosphorus cycle are rock and sediments that contain phosphorus-bearing minerals. ERT-1.F.3 There is no atmospheric component in the phosphorus cycle, and the limitations this imposes on the return of phosphorus from the ocean to land make phosphorus naturally scarce in aquatic and many terrestrial ecosystems. In undisturbed ecosystems, phosphorus is the limiting factor in biological systems.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Phosphorus cycle Source Sinks Limitations Limiting factor			Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions	<a href="https://drive.google.com/file/d/13yYw1JM6fl75z1edq9EMAgfNeYHNWk/view?usp=sharing">https://drive.google.com/file/d/13yYw1JM6fl75z1edq9EMAgfNeYHNWk/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ERT-1 Ecosystems are the result of biotic and abiotic interactions.	1.7 The Hydrologic (Water) Cycle	ERT-1.G Explain the steps and reservoir interactions in the hydrologic cycle.	ERT-1.G.1 The hydrologic cycle, which is powered by the sun, is the movement of water in its various solid, liquid, and gaseous phases between sources and sinks. ERT-1.G.2 The oceans are the primary reservoir of water at the Earth's surface, with ice caps and groundwater acting as much smaller reservoirs.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Hydrologic cycle Source Sinks Primary Reservoir			Scaffolding instruction Simplify and break down abstract concepts Small group instruction	<a href="https://drive.google.com/file/d/1GxKv3WEHf9lcmOTen32anzR8G2yKAY9/view?usp=sharing">https://drive.google.com/file/d/1GxKv3WEHf9lcmOTen32anzR8G2yKAY9/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ENG-1 Energy can be converted from one form to another.	1.8 Primary Productivity	ENG-1.A Explain how solar energy is acquired and transferred by living organisms.	ENG-1.A.1 Primary productivity is the rate at which solar energy (sunlight) is converted into organic compounds via photosynthesis over a unit of time. ENG-1.A.2 Gross primary productivity is the total rate of photosynthesis in a given area. ENG-1.A.3 Net primary productivity is the rate of energy storage by photosynthesizers in a given area, after subtracting the energy lost to respiration. ENG-1.A.4 Productivity is measured in units of energy per unit area per unit time (e.g., kcal/m <sup>2</sup> /yr). ENG-1.A.5 Most red light is absorbed in the upper 1m of water, and blue light only penetrates deeper than 100m in the clearest water. This affects photosynthesis in aquatic ecosystems, whose photosynthesizers have adapted mechanisms to address the lack of visible light.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		energy kinetic heat thermal electromagnetic radiation			Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1Jcvm08gtr4P8uaQP3zS3FBZ4w9mUXfw/view?usp=sharing">https://drive.google.com/file/d/1Jcvm08gtr4P8uaQP3zS3FBZ4w9mUXfw/view?usp=sharing</a>

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AP Environmental Science	The Living World: Ecosystems	ENG-1 Energy can be converted from one form to another.	1.9 Trophic Levels	ENG-1.B Explain how energy flows and matter cycles through trophic levels.	ENG-1.B.1 All ecosystems depend on a continuous inflow of high-quality energy in order to maintain their structure and function of transferring matter between the environment and organisms via biogeochemical cycles. ENG-1.B.2 Biogeochemical cycles are essential for life and each cycle demonstrates the conservation of matter. ENG-1.B.3 In terrestrial and near-surface marine communities, energy flows from the sun to producers in the lowest trophic levels and then upward to higher trophic levels.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	autotrophs heterotrophs producers				<a href="https://drive.google.com/file/d/1P05XPOQo8CRaeX5Dkr3EebGpVN2HZyVz/view?usp=sharing">https://drive.google.com/file/d/1P05XPOQo8CRaeX5Dkr3EebGpVN2HZyVz/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ENG-1 Energy can be converted from one form to another.	1.10 Energy Flow and the 10% Rule	ENG-1.C Determine how the energy decreases as it flows through ecosystems	ENG-1.C.1 The 10% rule approximates that in the transfer of energy from one trophic level to the next, only about 10% of the energy is passed on. ENG-1.C.2 The loss of energy that occurs when energy moves from lower to higher trophic levels can be explained through the laws of thermodynamics.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	net primary productivity gross primary productivity				<a href="https://drive.google.com/file/d/1TfNjU44x7COJzNqUUD3tLDMMHNZq/view?usp=sharing">https://drive.google.com/file/d/1TfNjU44x7COJzNqUUD3tLDMMHNZq/view?usp=sharing</a>
AP Environmental Science	The Living World: Ecosystems	ENG-1 Energy can be converted from one form to another.	1.11 Food Chains and Food Webs	ENG-1.D Describe food chains and food webs, and their constituent members by trophic level.	ENG-1.D.1 A food web is a model of an interlocking pattern of food chains that depicts the flow of energy and nutrients in two or more food chains. ENG-1.D.2 Positive and negative feedback loops can each play a role in food webs. When one species is removed from or added to a specific food web, the rest of the food web can be affected.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Food chain Food web Positive feedback loop Negative feedback loop				<a href="https://drive.google.com/file/d/1UWv8YdgK51Oft0IplACDBmd5lrr8A0/view?usp=sharing">https://drive.google.com/file/d/1UWv8YdgK51Oft0IplACDBmd5lrr8A0/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.1 Introduction to Biodiversity	ERT-2.A Explain levels of biodiversity and their importance to ecosystems.	ERT-2.A.1 Biodiversity in an ecosystem includes genetic, species, and habitat diversity. ERT-2.A.2 The more genetically diverse a population is, the better it can respond to environmental stressors. Additionally, a population bottleneck can lead to a loss of genetic diversity. ERT-2.A.3 Ecosystems that have a larger number of species are more likely to recover from disruptions. ERT-2.A.4 Loss of habitat leads to a loss of specialist species, followed by a loss of generalist species. It also leads to reduced numbers of species that have large territorial requirements. ERT-2.A.5 Species richness refers to the number of different species found in an ecosystem.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	biodiversity species Coral reefs abiotic factors Coral reefs biotic factors Rainfall and bird beaks Comparing climates Honey bee hive	Coral reefs abiotic factors Coral reefs biotic factors Rainfall and bird beaks Comparing climates Honey bee hive	6-8% Exam Weighting 11-12 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes	<a href="https://drive.google.com/file/d/1XvjU7lesNS2ldsHFN2ZsdXyTCWsrKcWfVl5IlayhnR-PPX3/view?usp=sharing">https://drive.google.com/file/d/1XvjU7lesNS2ldsHFN2ZsdXyTCWsrKcWfVl5IlayhnR-PPX3/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.2 Ecosystem Services	ERT-2.B Describe ecosystem services.	ERT-2.B.1 There are four categories of ecosystem services: provisioning, regulating, cultural, and supporting.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Provisioning Regulating Cultural Supporting				<a href="https://drive.google.com/file/d/1xpT12G9q2S0AY33WDFL5IlayhnR-PPX3/view?usp=sharing">https://drive.google.com/file/d/1xpT12G9q2S0AY33WDFL5IlayhnR-PPX3/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.2 Ecosystem Services	ERT-2.C Describe the results of human disruptions to ecosystem services.	ERT-2.C.1 Anthropogenic activities can disrupt ecosystem services, potentially resulting in economic and ecological consequences.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Anthropogenic			Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive	<a href="https://drive.google.com/file/d/1xpT12G9q2S0AY33WDFL5IlayhnR-PPX3/view?usp=sharing">https://drive.google.com/file/d/1xpT12G9q2S0AY33WDFL5IlayhnR-PPX3/view?usp=sharing</a>

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AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.3 Island Biogeography	ERT-2.D Describe island biogeography	ERT-2.D.1 Island biogeography is the study of the ecological relationships and distribution of organisms on islands, and of these organisms' community structures. ERT-2.D.2 Islands have been colonized in the past by new species arriving from elsewhere.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Biogeography Colonization			equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors	<a href="https://drive.google.com/file/d/1ZBHt6593fWTrPbMIUazkRVy-nNAjsW7/view?usp=sharing">https://drive.google.com/file/d/1ZBHt6593fWTrPbMIUazkRVy-nNAjsW7/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.3 Island Biogeography	ERT-2.E Describe the role of island biogeography in evolution.	ERT-2.E.1 Many island species have evolved to be specialists versus generalists because of the limited resources, such as food and territory, on most islands. The long-term survival of specialists may be jeopardized if and when invasive species, typically generalists, are introduced and outcompete the specialists.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Specialist Generalist Limiting factor Invasive species				<a href="https://drive.google.com/file/d/1ZBHt6593fWTrPbMIUazkRVy-nNAjsW7/view?usp=sharing">https://drive.google.com/file/d/1ZBHt6593fWTrPbMIUazkRVy-nNAjsW7/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.4 Ecological Tolerance	ERT-2.F Describe ecological tolerance.	ERT-2.F.1 Ecological tolerance refers to the range of conditions, such as temperature, salinity, flow rate, and sunlight that an organism can endure before injury or death results. ERT-2.F.2 Ecological tolerance can apply to individuals and to species.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Ecological tolerance				<a href="https://drive.google.com/file/d/1V0U3eQlyHmlhaepAdL_5gqjmQVg4pY5/view?usp=sharing">https://drive.google.com/file/d/1V0U3eQlyHmlhaepAdL_5gqjmQVg4pY5/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.5 Natural Disruptions to Ecosystems	ERT-2.G Explain how natural disruptions, both short and long-term, impact an ecosystem.	ERT-2.G.1 Natural disruptions to ecosystems have environmental consequences that may, for a given occurrence, be as great as, or greater than, many human-made disruptions. ERT-2.G.2 Earth system processes operate on a range of scales in terms of time. Processes can be periodic, episodic, or random. ERT-2.G.3 Earth's climate has changed over geological time for many reasons. ERT-2.G.4 Sea level has varied significantly as a result of changes in the amount of glacial ice on Earth over geological time. ERT-2.G.5 Major environmental change or upheaval commonly results in large swaths of habitat changes. ERT-2.G.6 Wildlife engages in both short- and long-term migration for a	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Periodic Episodic Random Geological time Swathes				<a href="https://drive.google.com/file/d/1y58fByPDGCMtdW7Ndh6ZiHCcVhCV-4gp/view?usp=sharing">https://drive.google.com/file/d/1y58fByPDGCMtdW7Ndh6ZiHCcVhCV-4gp/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.6 Adaptations	ERT-2.H Describe how organisms adapt to their environment.	ERT-2.H.1 Organisms adapt to their environment over time, both in short- and long-term scales, via incremental changes at the genetic level. ERT-2.H.2 Environmental changes, either sudden or gradual, may threaten a species' survival, requiring individuals to alter behaviors, move,	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Incremental change			Game-based learning Graphic and advanced organizers Guided practice Mnemonics	<a href="https://drive.google.com/file/d/1ezrtxLWYObTUUvdp4k2OQppYPTy9VU/view?usp=sharing">https://drive.google.com/file/d/1ezrtxLWYObTUUvdp4k2OQppYPTy9VU/view?usp=sharing</a>
AP Environmental Science	The Living World: Biodiversity	ERT-2 Ecosystems have structure and diversity that change over time.	2.7 Ecological Succession	ERT-2.I Describe ecological succession.	ERT-2.I.1 There are two main types of ecological succession: primary and secondary succession. ERT-2.I.2 A keystone species in an ecosystem is a species whose activities have a particularly significant role in determining community structure. ERT-2.I.3 An indicator species is a plant or animal that, by its presence, abundance, scarcity, or chemical composition, demonstrates that some distinctive aspect of the character or quality of an ecosystem is present.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	primary succession secondary succession keystone species			Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and	<a href="https://drive.google.com/file/d/1mhBDXkrONUTHAD7G8NvYgXdIqNDgheil/view?usp=sharing">https://drive.google.com/file/d/1mhBDXkrONUTHAD7G8NvYgXdIqNDgheil/view?usp=sharing</a>



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AP Environmental Science	Populations	ERT-3 Populations change over time in reaction to a variety of factors.	3.5 Population Growth and Resource Availability	ERT-3.F Explain how resource availability affects population growth.	ERT-3.F.1 Population growth is limited by environmental factors, especially by the available resources and space. ERT-3.F.2 Resource availability and the total resource base are limited and finite over all scales of time. ERT-3.F.3 When the resources needed by a population for growth are abundant, population growth usually accelerates. ERT-3.F.5 When the resource base of a population shrinks, the increased potential for unequal distribution of resources will ultimately result in increased mortality, decreased fecundity, or both, resulting in population growth declining to, or below, carrying capacity.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Limiting resource Mortality Fecundity Carrying capacity			Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1YhrJcTOEeKkC775K7um6dKptj_b2l4qe/view?usp=sharing">https://drive.google.com/file/d/1YhrJcTOEeKkC775K7um6dKptj_b2l4qe/view?usp=sharing</a>
AP Environmental Science	Populations	EIN-1 Human populations change in reaction to a variety of factors, including social and cultural factors.	3.6 Age Structure Diagrams	EIN-1.A Explain age structure diagrams.	EIN-1.A.1 Population growth rates can be interpreted from age structure diagrams by the shape of the structure. EIN-1.A.2 A rapidly growing population will, as a rule, have a higher proportion of younger people compared to stable or declining populations.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Age structure diagram			Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1yLuxRHpwDsp1BkgftAGWocUo4pHEMxv/w?usp=sharing">https://drive.google.com/file/d/1yLuxRHpwDsp1BkgftAGWocUo4pHEMxv/w?usp=sharing</a>
AP Environmental Science	Populations	EIN-1 Human populations change in reaction to a variety of factors, including social and cultural factors.	3.7 Total Fertility Rate	EIN-1.B Explain factors that affect total fertility rate in human populations.	EIN-1.B.1 Total fertility rate (TFR) is affected by the age at which females have their first child, educational opportunities for females, access to family planning, and government acts and policies. EIN-1.B.2 If fertility rate is at replacement levels, a population is considered relatively stable. EIN-1.B.3 Factors associated with infant mortality rates include whether mothers have access to good healthcare and nutrition. Changes in these factors can lead to changes in infant mortality rates over time.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Total fertility rate Infertility Infant mortality			Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1WB2wIVRYWJH_KVEKUuADZ3VKYpSCZ5Uv/view?usp=sharing">https://drive.google.com/file/d/1WB2wIVRYWJH_KVEKUuADZ3VKYpSCZ5Uv/view?usp=sharing</a>
AP Environmental Science	Populations	EIN-1 Human populations change in reaction to a variety of factors, including social and cultural factors.	3.8 Human Population Dynamics	EIN-1.C.1 Explain how human populations experience growth and decline.	EIN-1.C.1 Birth rates, infant mortality rates, and overall death rates, access to family planning, access to good nutrition, access to education, and postponement of marriage all affect whether a human population is growing or declining. EIN-1.C.2 Factors limiting global human population include the Earth's carrying capacity and the basic factors that limit human population growth as set forth by Malthusian theory. EIN-1.C.3 Population growth can be affected by both density-independent factors, such as major storms, fires, heat waves, or droughts, and density-dependent factors, such as access to clean water and air, food availability, disease transmission, or territory size. EIN-1.C.4 The rule of 70 states that dividing the number 70 by the percentage population growth rate approximates the population's doubling time.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Birth rate Infant mortality rate Death rate Carrying capacity Malthusian Theory Density independent factors Density dependent factors			Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1pIFnC8DwNYSzvfKZSnwcvuXT7GR-9n/view?usp=sharing">https://drive.google.com/file/d/1pIFnC8DwNYSzvfKZSnwcvuXT7GR-9n/view?usp=sharing</a>

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AP Environmental Science	Populations	EIN-1 Human populations change in reaction to a variety of factors, including social and cultural factors.	3.9 Demographic Transition	EIN-1.D Define the demographic transition.	EIN-1.D.1 The demographic transition refers to the transition from high to lower birth and death rates in a country or region as development occurs and that country moves from a preindustrial to an industrialized economic system. This transition is typically demonstrated through a four-stage demographic transition model (DTM). EIN-1.D.2 Characteristics of developing countries include higher infant mortality rates and more children in the workforce than developed countries.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Birth rate Death rate Pre-industrial Industrialized Demographic transition model			answer choices	<a href="https://drive.google.com/file/d/1WAXYhJ2RiYIMgOZ7YQICz0mpCQ9kwXxO/view?usp=sharing">https://drive.google.com/file/d/1WAXYhJ2RiYIMgOZ7YQICz0mpCQ9kwXxO/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.1 Plate Tectonics	ERT-4.A Describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.	ERT-4.A.1 Convergent boundaries can result in the creation of mountains, island arcs, earthquakes, and volcanoes. ERT-4.A.2 Divergent boundaries can result in seafloor spreading, rift valleys, volcanoes, and earthquakes. ERT-4.A.3 Transform boundaries can result in earthquakes. ERT-4.A.4 Maps that show the global distribution of plate boundaries can be used to determine the location of volcanoes, island arcs, earthquakes, hot spots, and faults. ERT-4.A.5 An earthquake occurs when stress overcomes a locked fault, releasing stored energy.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Convergent boundaries Divergent boundaries Transform boundaries Plate boundaries	Plate tectonics Building Pangea Erosion rates	10-15% Exam Weighting 11-12 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention	<a href="https://drive.google.com/file/d/1cuB17-PW2CYE0myh9gYtKli62XYyQIQ/view?usp=sharing">https://drive.google.com/file/d/1cuB17-PW2CYE0myh9gYtKli62XYyQIQ/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.2 Soil Formation and Erosion	ERT-4.B Describe the characteristics and formation of soil.	ERT-4.B.1 Soils are formed when parent material is weathered, transported, and deposited. ERT-4.B.2 Soils are generally categorized by horizons based on their composition and organic material. ERT-4.B.3 Soils can be eroded by winds or water. Protecting soils can protect water quality as soils effectively filter and clean water that moves through them.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Erosion Water quality				<a href="https://drive.google.com/file/d/1-QHp2R6O4qVnfdtWEsT83d7iY9x7k5_g/view?usp=sharing">https://drive.google.com/file/d/1-QHp2R6O4qVnfdtWEsT83d7iY9x7k5_g/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.3 Soil Composition and Properties	ERT-4.C Describe similarities and differences between properties of different soil types.	ERT-4.C.1 Water holding capacity—the total amount of water soil can hold—varies with different soil types. Water retention contributes to land productivity and fertility of soils. ERT-4.C.2 The particle size and composition of each soil horizon can affect the porosity, permeability, and fertility of the soil. ERT-4.C.3 There are a variety of methods to test the chemical, physical, and biological properties of soil that can aid in a variety of decisions, such as irrigation and fertilizer requirements. ERT-4.C.4 A soil texture triangle is a diagram that allows for the identification and comparison of soil types based on their percentage of clay, silt, and sand.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Water holding capacity Porosity Permeability Fertility Irrigation				<a href="https://drive.google.com/file/d/1iavcz4MWWWDHGeSNoksT6206mQSh1Wrlt/vie w?usp=sharing">https://drive.google.com/file/d/1iavcz4MWWWDHGeSNoksT6206mQSh1Wrlt/vie w?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.4 Earth's Atmosphere	ERT-4.D Describe the structure and composition of the Earth's atmosphere.	ERT-4.D.1 The atmosphere is made up of major gases, each with its own relative abundance. ERT-4.D.2 The layers of the atmosphere are based on temperature gradients and include the troposphere, stratosphere, mesosphere, thermosphere, and exosphere.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Relative abundance Troposphere Stratosphere Mesosphere Thermosphere Exosphere			Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative	<a href="https://drive.google.com/file/d/1KuplKeEAPyzVs4e621jhPw-xi5Wnk9Y-/view?usp=sharing">https://drive.google.com/file/d/1KuplKeEAPyzVs4e621jhPw-xi5Wnk9Y-/view?usp=sharing</a>

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AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.5 Global Wind Patterns	ERT-4.E Explain how environmental factors can result in atmospheric circulation.	ERT-4.E.1 Global wind patterns primarily result from the most intense solar radiation arriving at the equator, resulting in density differences and the Coriolis effect.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Global wind pattern Coriolis effect			group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling Instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding Instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1ksPtOCOnuUR1SS9BNqZUW3NqKzhLeY/view?usp=sharing">https://drive.google.com/file/d/1ksPtOCOnuUR1SS9BNqZUW3NqKzhLeY/view?usp=sharing</a>	
AP Environmental Science	Earth Systems and Resources	ERT-4 Earth's systems interact, resulting in a state of balance over time.	4.6 Watersheds	ERT-4.F Describe the characteristics of a watershed.	ERT-4.F.1 Characteristics of a given watershed include its area, length, slope, soil, vegetation types, and divides with adjoining watersheds.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.			Watershed			Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling Instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding Instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/15rcrtzFXaQbDhVvVeaGm8Jt0V1XDxh/view?usp=sharing">https://drive.google.com/file/d/15rcrtzFXaQbDhVvVeaGm8Jt0V1XDxh/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ENG-2 Most of the Earth's atmospheric processes are driven by input of energy from the sun.	4.7 Solar Radiation and Earth's Seasons	ENG-2.A Explain how the sun's energy affects the Earth's surface.	ENG-2.A.1 Incoming solar radiation (insolation) is the Earth's main source of energy and is dependent on season and latitude. ENG-2.A.2 The angle of the sun's rays determines the intensity of the solar radiation. Due to the shape of the Earth, the latitude that is directly horizontal to the solar radiation receives the most intensity. ENG-2.A.3 The highest solar radiation per unit area is received at the equator and decreases toward the poles. ENG-2.A.4 The solar radiation received at a location on the Earth's surface varies seasonally, with the most radiation received during the location's longest summer day and the least on the shortest winter day. ENG-2.A.5 The tilt of Earth's axis of rotation causes the Earth's seasons and the number of hours of daylight in a particular location on the	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.			Insolation Solar radiation			Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling Instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding Instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1NYtBnoUwU25KjxdDYNhdAU-TZLyrw25/view?usp=sharing">https://drive.google.com/file/d/1NYtBnoUwU25KjxdDYNhdAU-TZLyrw25/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ENG-2 Most of the Earth's atmospheric processes are driven by input of energy from the sun.	4.8 Earth's Geography and Climate	ENG-2.B Describe how the Earth's geography affects weather and climate.	ENG-2.B.1 Weather and climate are affected not only by the sun's energy but by geologic and geographic factors, such as mountains and ocean temperature. ENG-2.B.2 A rain shadow is a region of land that has become drier because a higher elevation area blocks precipitation from reaching the land.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.			Geologic factors Geographic factors			Polling the class Personal time outs to regroup and prepare for transitions Scaffolding Instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1_XLN2hwPZw8FXEONSstcMjzpjYO7Cqzz/view?usp=sharing">https://drive.google.com/file/d/1_XLN2hwPZw8FXEONSstcMjzpjYO7Cqzz/view?usp=sharing</a>
AP Environmental Science	Earth Systems and Resources	ENG-2 Most of the Earth's atmospheric processes are driven by input of energy from the sun.	4.9 El Niño and La Niña	ENG-2.C Describe the environmental changes and effects that result from El Niño or La Niña events (El Niño–Southern Oscillation).	ENG-2.C.1 El Niño and La Niña are phenomena associated with changing ocean surface temperatures in the Pacific Ocean. These phenomena can cause global changes to rainfall, wind, and ocean circulation patterns. ENG-2.C.2 El Niño and La Niña are influenced by geological and geographic factors and can affect different locations in different ways.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		El Nino La Nina Geological factors Geographic factors			Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain	<a href="https://drive.google.com/file/d/1OTdZ3teiFTOzJawEBWJp9buGJIeIeID/view?usp=sharing">https://drive.google.com/file/d/1OTdZ3teiFTOzJawEBWJp9buGJIeIeID/view?usp=sharing</a>	
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.1 The Tragedy of the Commons	EIN-2.A Explain the concept of the tragedy of the commons.	EIN-2.A.1 The tragedy of the commons suggests that individuals will use shared resources in their own self-interest rather than in keeping with the common good, thereby depleting the resources.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Tragedy of the commons Self-interest	Ocean carbon equilibrium	10-15% Exam Weighting	The following modifications are used as needed for all students, along with specific IEP goals	<a href="https://drive.google.com/file/d/1w8D_6PUgTu06zI091I5ctHq_vCfplKC/view?usp=sharing">https://drive.google.com/file/d/1w8D_6PUgTu06zI091I5ctHq_vCfplKC/view?usp=sharing</a>	
								Water pollution Pond ecosystem		18-19 Class Periods			

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AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.2 Clearcutting	EIN-2.B Describe the effect of clearcutting on forests.	EIN-2.B.1 Clearcutting can be economically advantageous but leads to soil erosion, increased soil and stream temperatures, and flooding. EIN-2.B.2 Forests contain trees that absorb pollutants and store carbon dioxide. The cutting and burning of trees releases carbon dioxide and contributes to climate change.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Clear cutting Soil erosion Climate change	Carbon cycle Nitrogen cycle Hydrologic cycle		and 504 accommodations based on individual students:	<a href="https://drive.google.com/file/d/1RBDM1xdnOSIklgoc9zDF9WvUfYB81Uo7/view?usp=sharing">https://drive.google.com/file/d/1RBDM1xdnOSIklgoc9zDF9WvUfYB81Uo7/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.3 The Green Revolution	EIN-2.C Describe changes in agricultural practices.	EIN-2.C.1 The Green Revolution started a shift to new agricultural strategies and practices in order to increase food production, with both positive and negative results. Some of these strategies and methods are mechanization, genetically modified organisms (GMOs), fertilization, irrigation, and the use of pesticides. EIN-2.C.2 Mechanization of farming can increase profits and efficiency for farms. It can also increase reliance on fossil fuels.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Green Revolution Mechanization Genetically modified organisms Fertilization Irrigation Pesticides Fossil fuels			Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room	<a href="https://drive.google.com/file/d/1edeYBZ3mp7y1bm5N0pNUFwvR6NZdf7B/vi ew?usp=sharing">https://drive.google.com/file/d/1edeYBZ3mp7y1bm5N0pNUFwvR6NZdf7B/vi ew?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.4 Impact of Agricultural Practices	EIN-2.D Describe agricultural practices that cause environmental damage.	LOR-2.D.1 Agricultural practices that can cause environmental damage include tilling, slash-and-burn farming, and the use of fertilizers.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Tilling Slash-and-burn farming			Activating prior knowledge Active supervision during lab time Advance notice of transitions during class	<a href="https://drive.google.com/file/d/1o5gCyZPvWkRBIQSPQRyNx7Vg3UZ9KaN/view?usp=sharing">https://drive.google.com/file/d/1o5gCyZPvWkRBIQSPQRyNx7Vg3UZ9KaN/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.5 Irrigation Methods	EIN-2.E Describe different methods of irrigation.	EIN-2.E.1 The largest human use of freshwater is for irrigation (70%). EIN-2.E.2 Types of irrigation include drip irrigation, flood irrigation, furrow irrigation, drip irrigation, and spray irrigation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Drip irrigation Flood irrigation Furrow irrigation Spray irrigation			Adaptive equipment-pens, pencils, calculators, large print books, audio, etc.	<a href="https://drive.google.com/file/d/1eWrE7k1vawIQWqleOHWniYulrvygt0Hqg/view?usp=sharing">https://drive.google.com/file/d/1eWrE7k1vawIQWqleOHWniYulrvygt0Hqg/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.5 Irrigation Methods	EIN-2.F Describe the benefits and drawbacks of different methods of irrigation.	EIN-2.F.1 Waterlogging occurs when too much water is left to sit in the soil, which raises the water table of groundwater and inhibits plants' ability to absorb oxygen through their roots. EIN-2.F.2 Furrow irrigation involves cutting furrows between crop rows and filling them with water. This system is inexpensive, but about 1/3 of the water is lost to evaporation and runoff. EIN-2.F.3 Flood irrigation involves flooding an agricultural field with water. This system sees about 20% of the water lost to evaporation and runoff. This can also lead to waterlogging of the soil. EIN-2.F.4 Spray irrigation involves pumping ground water into spray nozzles across an agricultural field. This system is more efficient than flood and furrow irrigation, with only 1/4 or less of the water lost to evaporation or runoff. However, spray systems are more expensive than flood and furrow irrigation, and also requires energy to run. EIN-2.F.5 Drip irrigation uses perforated hoses to release small amounts of water to plant roots. This system is the most efficient, with only about 5% of water lost to evaporation and runoff. However, this system is expensive and so is not often used. EIN-2.F.6 Salinization occurs when the salts in groundwater remain in the soil after the water evaporates. Over time, salinization can make soil toxic to plants. EIN-2.F.7 Aquifers can be severely depleted if overused for agricultural	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Water logging Groundwater Furrow irrigation Flood irrigation Evaporation Spray irrigation Runoff Drip irrigation Salinization Aquifer			Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for	<a href="https://drive.google.com/file/d/1eWrE7k1vawIQWqleOHWniYulrvygt0Hqg/view?usp=sharing">https://drive.google.com/file/d/1eWrE7k1vawIQWqleOHWniYulrvygt0Hqg/view?usp=sharing</a>

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AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.6 Pest Control Methods	EIN-2.G Describe the benefits and drawbacks of different methods of pest control.	EIN-2.G.1 One consequence of using common pest-control methods such as pesticides, herbicides, fungicides, rodenticides, and insecticides is that organisms can become resistant to them through artificial selection. Pest control decreases crop damage by pest and increases crop yields. EIN-2.G.2 Crops can be genetically engineered to increase their resistance to pests and diseases. However, using genetically engineered crops in planting or other ways can lead to loss of genetic diversity of that particular crop.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Pesticide Herbicide Fungicide Rodenticide Insecticide Artificial selection Resistance			desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction	<a href="https://drive.google.com/file/d/1EGcyvFQSNn3Rov5dNB6QD8I7vI2su_e/view?usp=sharing">https://drive.google.com/file/d/1EGcyvFQSNn3Rov5dNB6QD8I7vI2su_e/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.7 Meat Production Methods	EIN-2.H Identify different methods of meat production.	EIN-2.H.1 Methods of meat production include concentrated animal feeding operations (CAFOs), also called feedlots, and free-range grazing.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Concentrated animal feeding operations Feedlots Free range grazing			Opportunity for practice Polling the class outs to regroup and prepare for transitions	<a href="https://drive.google.com/file/d/1gbmzlg3edNQpMdTJSJbY1RTBv3ScRIAt/view?usp=sharing">https://drive.google.com/file/d/1gbmzlg3edNQpMdTJSJbY1RTBv3ScRIAt/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.7 Meat Production Methods	EIN-2.I Describe the benefits and drawbacks of different methods of meat production.	EIN-2.I.1 Meat production is less efficient than agriculture; it takes approximately 20 times more land to produce the same amount of calories from meat as from plants. EIN-2.I.2 Concentrated animal feeding operation (CAFOs) are used as a way to quickly get livestock ready for slaughter. They tend to be crowded, and animals are fed grains or feed that are not as suitable as grass. Additionally, feedlots generate a large amount of organic waste, which can contaminate ground and surface water. The use of feedlots are less expensive than other methods, which can keep costs to consumers down. EIN-2.I.3 Free range grazing allows animals to graze on grass during their entire lifecycle. Meat from free range animals tends to be free from antibiotics and other chemicals used in feedlots. Organic waste from these animals acts as fertilizer. Free range grazing requires large areas of land and the meat produced is more expensive for consumers. EIN-2.I.4 Overgrazing occurs when too many animals feed on a particular area of land. Overgrazing causes loss of vegetation, which leads to soil erosion. EIN-2.I.5 Overgrazing can cause desertification. Desertification is the degradation of low precipitation regions toward being increasingly arid until they become deserts. EIN-2.I.6 Less consumption of meat could reduce CO2, methane, and N2O emissions: conserve water: reduce the use of antibiotics and	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Concentrated animal feeding operations Feedlot Free range grazing Over grazing			Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1zAwOleNNan8gwdGDPXkIEAPy_ivhlpj/view?usp=sharing">https://drive.google.com/file/d/1zAwOleNNan8gwdGDPXkIEAPy_ivhlpj/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems	5.8 Impacts of Overfishing	EIN-2.J Describe causes of and problems related to overfishing.	EIN-2.J.1 Overfishing has led to the extreme scarcity of some fish species, which can lessen biodiversity in aquatic systems and harm people who depend on fishing for food and commerce.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Overfishing Biodiversity				<a href="https://drive.google.com/file/d/1zAwOleNNan8gwdGDPXkIEAPy_ivhlpj/view?usp=sharing">https://drive.google.com/file/d/1zAwOleNNan8gwdGDPXkIEAPy_ivhlpj/view?usp=sharing</a>

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AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.9 Impacts of Mining	EIN-2.K Describe natural resource extraction through mining.	EIN-2.K.1 As the more accessible ores are mined to depletion, mining operations are forced to access lower grade ores. Accessing these ores requires increased use of resources that can cause increased waste and pollution. EIN-2.K.2 Surface mining is the removal of large portions of soil and rock, called overburden, in order to access the ore underneath. An example is strip mining, which removes the vegetation from an area, making the area more susceptible to erosion.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Surface mining Overburden Erosion				<a href="https://drive.google.com/file/d/10IrvgrRLkecryT3VnZsB3JlnrpAO1ciaS/view?usp=sharing">https://drive.google.com/file/d/10IrvgrRLkecryT3VnZsB3JlnrpAO1ciaS/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.9 Impacts of Mining	EIN-2.L Describe ecological and economic impacts of natural resource extraction through mining.	EIN-2.L.1 Mining wastes include the soil and rocks that are moved to gain access to the ore and the waste, called slag and tailings that remain when the minerals have been removed from the ore. Mining helps to provide low cost energy and material necessary to make products. The mining of coal can destroy habitats, contaminate ground water, and release dust particles and methane. EIN-2.L.2 As coal reserves get smaller, due to a lack of easily accessible reserves, it becomes necessary to access coal through subsurface	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Slag Tailings Mining Subsurface mining				<a href="https://drive.google.com/file/d/10IrvgrRLkecryT3VnZsB3JlnrpAO1ciaS/view?usp=sharing">https://drive.google.com/file/d/10IrvgrRLkecryT3VnZsB3JlnrpAO1ciaS/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.10 Impacts of Urbanization	EIN-2.M Describe the effects of urbanization on the environment.	EIN-2.M.1 Urbanization can lead to depletion of resources and saltwater intrusion in the hydrologic cycle. EIN-2.M.2 Urbanization, through the burning of fossil fuels and landfills, affects the carbon cycle by increasing the amount of carbon dioxide in the atmosphere. EIN-2.M.3 Impervious surfaces are human-made structures—such as roads, buildings, sidewalks, and parking lots—that do not allow water to reach the soil, leading to flooding. EIN-2.M.4 Urban sprawl is the change in population distribution from high population density areas to low density suburbs that spread into rural lands, leading to potential environmental problems.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Urbanization Fossil fuels Impervious surface Urban sprawl				<a href="https://drive.google.com/file/d/1EQcnu7cUcnjYyxU-W56Au5CmxdcpjZM5/view?usp=sharing">https://drive.google.com/file/d/1EQcnu7cUcnjYyxU-W56Au5CmxdcpjZM5/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	EIN-2 When humans use natural resources, they alter natural systems.	5.11 Ecological Footprints	EIN-2.N Explain the variables measured in an ecological footprint.	EIN-2.N.1 Ecological footprints compare resource demands and waste production required for an individual or a society.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Ecological footprint				<a href="https://drive.google.com/file/d/1fPcQXivZHMIS_k_WjH_5n2soA2bpnQ-/view?usp=sharing">https://drive.google.com/file/d/1fPcQXivZHMIS_k_WjH_5n2soA2bpnQ-/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.12 Introduction to Sustainability	STB-1.A Explain the concept of sustainability.	STB-1.A.1 Sustainability refers to humans living on Earth and their use of resources without depletion of the resources for future generations. Environmental indicators that can guide humans to sustainability include biological diversity, food production, average global surface temperatures and CO2 concentrations, human population, and resource depletion. STB-1.A.2 Sustainable yield is the amount of a renewable resource that can be taken without reducing the available supply.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Sustainability Environmental indicator				<a href="https://drive.google.com/file/d/1fPcQXivZHMIS_k_WjH_5n2soA2bpnQ-/view?usp=sharing">https://drive.google.com/file/d/1fPcQXivZHMIS_k_WjH_5n2soA2bpnQ-/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.13 Methods to Reduce Urban Runoff	STB-1.B Describe methods for mitigating problems related to urban runoff.	STB-1.B.1 Methods to increase water infiltration include replacing traditional pavement with permeable pavement, planting trees, increased use of public transportation, and building up, not out.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Water infiltration				<a href="https://drive.google.com/file/d/1W_QUk2EEv3VcYUnNcvCwKQ_MxZQTMBgR/vi ew?usp=sharing">https://drive.google.com/file/d/1W_QUk2EEv3VcYUnNcvCwKQ_MxZQTMBgR/vi ew?usp=sharing</a>

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AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.14 Integrated Pest Management	STB-1.C Describe integrated pest management.	STB-1.C.1 Integrated pest management (IPM) is a combination of methods used to effectively control pest species while minimizing the disruption to the environment. These methods include biological, physical, and limited chemical methods such as biocontrol, intercropping, crop rotation, and natural predators of the pests.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Integrated Pest Management Biocontrol Intercropping Crop rotation				<a href="https://drive.google.com/file/d/1Nvxl9GGh2W2nawmvdeb1Nz4WvWfg4icn/view?usp=sharing">https://drive.google.com/file/d/1Nvxl9GGh2W2nawmvdeb1Nz4WvWfg4icn/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.14 Integrated Pest Management	STB-1.D Describe the benefits and drawbacks of integrated pest management (IPM).	STB-1.D.1 The use of integrated pest management (IPM) reduces the risk that pesticides pose to wildlife, water supplies, and human health. STB-1.D.2 Integrated pest management (IPM) minimizes disruptions to the environment and threats to human health but can be complex and expensive.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Integrated Pest Management				<a href="https://drive.google.com/file/d/1Nvxl9GGh2W2nawmvdeb1Nz4WvWfg4icn/view?usp=sharing">https://drive.google.com/file/d/1Nvxl9GGh2W2nawmvdeb1Nz4WvWfg4icn/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.15 Sustainable Agriculture	STB-1.E Describe sustainable agricultural and food production practices.	STB-1.E.1 The goal of soil conservation is to prevent soil erosion. Different methods of soil conservation include contour plowing, windbreaks, perennial crops, terracing, no-till agriculture, and strip cropping. STB-1.E.2 Strategies to improve soil fertility include crop rotation and the addition of green manure and limestone. STB-1.E.3 Rotational grazing is the regular rotation of livestock between	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Conservation Contour plowing Windbreaks Perennial crops Terracing No till agriculture Strip cropping Rotational grazing Aquaculture				<a href="https://drive.google.com/file/d/1HTQ3Z6IS_wakxF9oX41KOopdpGkmaYBV/view?usp=sharing">https://drive.google.com/file/d/1HTQ3Z6IS_wakxF9oX41KOopdpGkmaYBV/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.16 Aquaculture	STB-1.F Describe the benefits and drawbacks of aquaculture	STB-1.F.1 Aquaculture has expanded because it is highly efficient, requires only small areas of water, and requires little fuel. STB-1.F.2 Aquaculture can contaminate wastewater, and fish that escape may compete or breed with wild fish. The density of fish in aquaculture can lead to increases in disease incidences, which can be transmitted to wild fish.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf					<a href="https://drive.google.com/file/d/1vMLoyPFD13Zf1qmi13Kp5waspGtpfH_z/view?usp=sharing">https://drive.google.com/file/d/1vMLoyPFD13Zf1qmi13Kp5waspGtpfH_z/view?usp=sharing</a>
AP Environmental Science	Land and Water Use	STB-1 Humans can mitigate their impact on land and water resources through sustainable use.	5.17 Sustainable Forestry	STB-1.G Describe methods for mitigating human impact on forests.	STB-1.G.1 Some of the methods for mitigating deforestation include reforestation, using and buying wood harvested by ecologically sustainable forestry techniques, and reusing wood. STB-1.G.2 Methods to protect forests from pathogens and insects include integrated pest management (IPM) and the removal of affected trees. STB-1.G.3 Prescribed burn is a method by which forests are set on fire under controlled conditions in order to reduce the occurrence of natural fires.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Deforestation Reforestation Prescribed burn				<a href="https://drive.google.com/file/d/1_KagyoLPL26FUDBYrgA1_TIGQOCJpir4/view?usp=sharing">https://drive.google.com/file/d/1_KagyoLPL26FUDBYrgA1_TIGQOCJpir4/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.1 Renewable and Nonrenewable Resources	ENG-3.A Identify differences between nonrenewable and renewable energy sources.	ENG-3.A.1 Nonrenewable energy sources are those that exist in a fixed amount and involve energy transformation that cannot be easily replaced. ENG-3.A.2 Renewable energy sources are those that can be replenished naturally, at or near the rate of consumption, and reused.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Non-renewable Renewable Energy conversions Greenhouse effect Coral reefs abiotic factors		10-15% Exam Weighting 16-17 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations	<a href="https://drive.google.com/file/d/1x-PWCQErly58CB2Oai_20ohc7zGIA9be/view?usp=sharing">https://drive.google.com/file/d/1x-PWCQErly58CB2Oai_20ohc7zGIA9be/view?usp=sharing</a>

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AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.2 Global Energy Consumption	ENG-3.B Describe trends in energy consumption.	ENG-3.B.1 The use of energy resources is not evenly distributed between developed and developing countries. ENG-3.B.2 The most widely used sources of energy globally are fossil fuels. ENG-3.B.3 As developing countries become more developed, their reliance on fossil fuels for energy increases. ENG-3.B.4 As the world becomes more industrialized, the demand for energy increases. ENG-3.B.5 Availability, price, and governmental regulations influence which energy sources people use and how they use them.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Fossil fuel			based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room	<a href="https://drive.google.com/file/d/18H-2CONNviQrP2ExosWkrzVr3z5tXTrI/view?usp=sharing">https://drive.google.com/file/d/18H-2CONNviQrP2ExosWkrzVr3z5tXTrI/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.3 Fuel Types and Uses	ENG-3.C Identify types of fuels and their uses.	ENG-3.C.1 Wood is commonly used as fuel in the forms of firewood and charcoal. It is often used in developing countries because it is easily accessible. ENG-3.C.2 Peat is partially decomposed organic material that can be burned for fuel. ENG-3.C.3 Three types of coal used for fuel are lignite, bituminous, and anthracite. Heat, pressure, and depth of burial contribute to the development of various coal types and their qualities. ENG-3.C.4 Natural gas, the cleanest of the fossil fuels, is mostly methane. ENG-3.C.5 Crude oil can be recovered from tar sands, which are a combination of clay, sand, water, and bitumen. ENG-3.C.6 Fossil fuels can be made into specific fuel types for specialized uses (e.g., in motor vehicles). ENG-3.C.7 Cogeneration occurs when a fuel source is used to generate both useful heat and electricity.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		peat Lignite bituminous anthracite Natural Gas Crude oil Cogeneration			Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing	<a href="https://drive.google.com/file/d/1MJOkN_ZmnZcLm62yvvIVYUzKOcGcmk/view?usp=sharing">https://drive.google.com/file/d/1MJOkN_ZmnZcLm62yvvIVYUzKOcGcmk/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.4 Distribution of Natural Energy Resources	ENG-3.D Identify where natural energy resources occur.	ENG-3.D.1 The global distribution of natural energy resources, such as ores, coal, crude oil, and gas, is not uniform and depends on regions' geologic history.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Ores coal Crude oil			Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing	<a href="https://drive.google.com/file/d/1CYIOnVO3-A6DCeYRNzYTS0DIAZgl-UXI/view?usp=sharing">https://drive.google.com/file/d/1CYIOnVO3-A6DCeYRNzYTS0DIAZgl-UXI/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.5 Fossil Fuels	ENG-3.E Describe the use and methods of fossil fuels in power generation.	ENG-3.E.1 The combustion of fossil fuels is a chemical reaction between the fuel and oxygen that yields carbon dioxide and water and releases energy. ENG-3.E.2 Energy from fossil fuels is produced by burning those fuels to generate heat, which then turns water into steam. That steam turns a turbine, which generates electricity. ENG-3.E.3 Humans use a variety of methods to extract fossil fuels from the earth for energy generation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		Fossil fuels			Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding	<a href="https://drive.google.com/file/d/1haN-SBFL_TGIUc2oR-WER9JUVRrMoiYZ/view?usp=sharing">https://drive.google.com/file/d/1haN-SBFL_TGIUc2oR-WER9JUVRrMoiYZ/view?usp=sharing</a>

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AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.5 Fossil Fuels	ENG-3.F Describe the effects of fossil fuels on the environment.	ENG-3.F.1 Hydrologic fracturing (fracking) can cause groundwater contamination and the release of volatile organic compounds.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Hydrologic fracturing			Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers	<a href="https://drive.google.com/file/d/1haN-SBFL_TGIUc2oR-WER9JUVRrMojYZ/view?usp=sharing">https://drive.google.com/file/d/1haN-SBFL_TGIUc2oR-WER9JUVRrMojYZ/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.6 Nuclear Power	ENG-3.G Describe the use of nuclear energy in power generation.	ENG-3.G.1 Nuclear power is generated through fission, where atoms of Uranium-235, which are stored in fuel rods, are split into smaller parts after being struck by a neutron. Nuclear fission releases a large amount of heat, which is used to generate steam, which powers a turbine and generates electricity. ENG-3.G.2 Radioactivity occurs when the nucleus of a radioactive isotope loses energy by emitting radiation. ENG-3.G.3 Uranium-235 remains radioactive for a long time, which leads to the problems associated with the disposal of nuclear waste. ENG-3.G.4 Nuclear power generation is a nonrenewable energy source. Nuclear power is considered a cleaner energy source because it does not produce air pollutants, but it does release thermal pollution and hazardous solid waste.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Nuclear power Fission Uranium 235 Neutron Turbine Radioactivity Radioactive isotope			Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction	<a href="https://drive.google.com/file/d/1wLmWhQV45bX2Q8C8L-qLZ2JloNSI78CU/view?usp=sharing">https://drive.google.com/file/d/1wLmWhQV45bX2Q8C8L-qLZ2JloNSI78CU/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.6 Nuclear Power	ENG-3.H Describe the effects of the use of nuclear energy on the environment.	ENG-3.H.1 Three Mile Island, Chernobyl, and Fukushima are three cases where accidents or natural disasters led to the release of radiation. These releases have had short- and long-term impacts on the environment. ENG-3.H.2 A radioactive element's half-life can be used to calculate a variety of things, including the rate of decay and the radioactivity level at specific points in time.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Radiation Half-life			Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible	<a href="https://drive.google.com/file/d/1wLmWhQV45bX2Q8C8L-qLZ2JloNSI78CU/view?usp=sharing">https://drive.google.com/file/d/1wLmWhQV45bX2Q8C8L-qLZ2JloNSI78CU/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.7 Energy from Biomass	ENG-3.I Describe the effects of the use of biomass in power generation on the environment.	ENG-3.I.1 Burning of biomass produces heat for energy at a relatively low cost, but it also produces carbon dioxide, carbon monoxide, nitrogen oxides, particulates, and volatile organic compounds. The overharvesting of trees for fuel also causes deforestation. ENG-3.I.2 Ethanol can be used as a substitute for gasoline. Burning ethanol does not introduce additional carbon into the atmosphere via combustion, but the energy return on energy investment for ethanol is low	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Biomass Over harvesting Ethanol			Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1XhSRAgvcU5oMT3An68bdkzQHqLk4w1HD/view?usp=sharing">https://drive.google.com/file/d/1XhSRAgvcU5oMT3An68bdkzQHqLk4w1HD/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.8 Solar Energy	ENG-3.J Describe the use of solar energy in power generation.	ENG-3.J.1 Photovoltaic solar cells capture light energy from the sun and transform it directly into electrical energy. Their use is limited by the availability of sunlight. ENG-3.J.2 Active solar energy systems use solar energy to heat a liquid through mechanical and electric equipment to collect and store the energy captured from the sun. ENG-3.J.3 Passive solar energy systems absorb heat directly from the sun without the use of mechanical and electric equipment, and energy cannot be collected or stored.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	Photovoltaic Solar energy Passive solar energy				<a href="https://drive.google.com/file/d/1aarnWxvstufE-0QETJNITDLGpMnGr-nH/view?usp=sharing">https://drive.google.com/file/d/1aarnWxvstufE-0QETJNITDLGpMnGr-nH/view?usp=sharing</a>

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AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.8 Solar Energy	ENG-3.K Describe the effects of the use of solar energy in power generation on the environment.	ENG-3.K.1 Solar energy systems have low environmental impact and produce clean energy, but they can be expensive. Large solar energy farms may negatively impact desert ecosystems.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	solar energy ecosystem				<a href="https://drive.google.com/file/d/1aarnWxvstufE-Q0EJNITDLGpMnGr-nH/view?usp=sharing">https://drive.google.com/file/d/1aarnWxvstufE-Q0EJNITDLGpMnGr-nH/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.9 Hydroelectric Power	ENG-3.L Describe the use of hydroelectricity in power generation.	ENG-3.L.1 Hydroelectric power can be generated in several ways. Dams built across rivers collect water in reservoirs. The moving water can be used to spin a turbine. Turbines can also be placed in small rivers, where the flowing water spins the turbine. ENG-3.L.2 Tidal energy uses the energy produced by tidal flows to turn a turbine.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	Hydroelectric power dam reservoir turbine tidal energy				<a href="https://drive.google.com/file/d/1SSY7Y6wAF6HH99BxdOU4_f6V37ERxbHq/view?usp=sharing">https://drive.google.com/file/d/1SSY7Y6wAF6HH99BxdOU4_f6V37ERxbHq/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.9 Hydroelectric Power	ENG-3.M Describe the effects of the use of hydroelectricity in power generation on the environment.	ENG-3.M.1 Hydroelectric power does not generate air pollution or waste, but construction of the power plants can be expensive, and there may be a loss of or change in habitats following the construction of dams.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	hydroelectric power				<a href="https://drive.google.com/file/d/1SSY7Y6wAF6HH99BxdOU4_f6V37ERxbHq/view?usp=sharing">https://drive.google.com/file/d/1SSY7Y6wAF6HH99BxdOU4_f6V37ERxbHq/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.10 Geothermal Energy	ENG-3.N Describe the use of geothermal energy in power generation.	ENG-3.N.1 Geothermal energy is obtained by using the heat stored in the Earth's interior to heat up water, which is brought back to the surface as steam. The steam is used to drive an electric generator.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	geothermal energy				<a href="https://drive.google.com/file/d/1txbpNvvUyStInpZg6UCeUSm0WAU6tH3M/view?usp=sharing">https://drive.google.com/file/d/1txbpNvvUyStInpZg6UCeUSm0WAU6tH3M/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.10 Geothermal Energy	ENG-3.O Describe the effects of the use of geothermal energy in power generation on the environment.	ENG-3.O.1 The cost of accessing geothermal energy can be prohibitively expensive, as is not easily accessible in many parts of the world. In addition, it can cause the release of hydrogen sulfide.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	geothermal energy				<a href="https://drive.google.com/file/d/1txbpNvvUyStInpZg6UCeUSm0WAU6tH3M/view?usp=sharing">https://drive.google.com/file/d/1txbpNvvUyStInpZg6UCeUSm0WAU6tH3M/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.11 Hydrogen Fuel Cell	ENG-3.P Describe the use of hydrogen fuel cells in power generation.	ENG-3.P.1 Hydrogen fuel cells are an alternate to nonrenewable fuel sources. They use hydrogen as fuel, combining the hydrogen and oxygen in the air to form water and release energy (electricity) in the process. Water is the product (emission) of a fuel cell.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	hydrogen fuel cell nonrenewable fuel cell				<a href="https://drive.google.com/file/d/1ZCv5pnIJZ561qSi0V_K-Wgv_QKSdDY/view?usp=sharing">https://drive.google.com/file/d/1ZCv5pnIJZ561qSi0V_K-Wgv_QKSdDY/view?usp=sharing</a>

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AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.11 Hydrogen Fuel Cell	ENG-3.Q Describe the effects of the use of hydrogen fuel cells in power generation on the environment	ENG-3.Q.1 Hydrogen fuel cells have low environmental impact and produce no carbon dioxide when the hydrogen is produced from water. However, the technology is expensive and energy is still needed to create the hydrogen gas used in the fuel cell.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	hydrogen fuel cell				<a href="https://drive.google.com/file/d/1ZCv5pnJJZ56y1q5i0V_K-Wgv_QKSdDY/view?usp=sharing">https://drive.google.com/file/d/1ZCv5pnJJZ56y1q5i0V_K-Wgv_QKSdDY/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.12 Wind Energy	ENG-3.R Describe the use of wind energy in power generation.	ENG-3.R.1 Wind turbines use the kinetic energy of moving air to spin a turbine, which in turn converts the mechanical energy of the turbine into electricity.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	wind turbine kinetic energy mechanical energy				<a href="https://drive.google.com/file/d/18zr6C3NptcUUu61FgvVVOsGff9c3Pnc-/view?usp=sharing">https://drive.google.com/file/d/18zr6C3NptcUUu61FgvVVOsGff9c3Pnc-/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.12 Wind Energy	ENG-3.S Describe the effects of the use of wind energy in power generation on the environment.	ENG-3.S.1 Wind energy is a renewable, clean source of energy. However, birds and bats may be killed if they fly into the spinning turbine blades.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	wind energy renewable turbine				<a href="https://drive.google.com/file/d/18zr6C3NptcUUu61FgvVVOsGff9c3Pnc-/view?usp=sharing">https://drive.google.com/file/d/18zr6C3NptcUUu61FgvVVOsGff9c3Pnc-/view?usp=sharing</a>
AP Environmental Science	Energy Resources and Consumption	ENG-3 Humans use energy from a variety of sources, resulting in positive and negative consequences.	6.13 Conservation	ENG-3.T Describe methods for conserving energy.	ENG-3.T.1 Some of the methods for conserving energy around a home include adjusting the thermostat to reduce the use of heat and air conditioning, conserving water, use of energy-efficient appliances, and conservation landscaping. ENG-3.T.2 Methods for conserving energy on a large scale include improving fuel economy for vehicles, using BEVs (battery electric vehicles) and hybrid vehicles, using public transportation, and implementing green building design features.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	thermostat conservation landscaping green building design				<a href="https://drive.google.com/file/d/1BV1i2_wgWUsY_fDBYKyUjv6T4NCPek/view?usp=sharing">https://drive.google.com/file/d/1BV1i2_wgWUsY_fDBYKyUjv6T4NCPek/view?usp=sharing</a>
AP Environmental Science	Atmospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.1 Introduction to Air Pollution	STB-2.A Identify the sources and effects of air pollutants.	STB-2.A.1 Coal combustion releases air pollutants including carbon dioxide, sulfur dioxide, toxic metals, and particulates. STB-2.A.2 The combustion of fossil fuels releases nitrogen oxides into the atmosphere. They lead to the production of ozone, formation of photochemical smog, and convert to nitric acid in the atmosphere, causing acid rain. Other pollutants produced by fossil fuel combustion include carbon monoxide, hydrocarbons, and particulate matter. STB-2.A.3 Air quality can be affected through the release of sulfur dioxide during the burning of fossil fuels, mainly diesel fuels. STB-2.A.4 Through the Clean Air Act, the Environmental Protection Agency (EPA) regulated the use of lead, particularly in fuels, which dramatically decreased the amount of lead in the atmosphere. STB-2.A.5 Air pollutants can be primary or secondary pollutants.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	combustion fossil fuel Clean Air Act Environmental Protection Agency secondary pollutants	Greenhouse effect Coral reefs abiotic factors Coral reefs biotic factors Water pollution GMOs and the environment Nitrogen cycle Ocean carbon equilibrium	7-10% Exam Weighting 11-12 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:  Small group instruction, one on one with teacher, partner work, extended time used in all classes	<a href="https://drive.google.com/file/d/1YP2EeWXOF-USzNzBU17cq8Ne8ZUGumwp/view?usp=sharing">https://drive.google.com/file/d/1YP2EeWXOF-USzNzBU17cq8Ne8ZUGumwp/view?usp=sharing</a>

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AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.2 Photochemical Smog	STB-2.B Explain the causes and effects of photochemical smog and methods to reduce it.	STB-2.B.1 Photochemical smog is formed when nitrogen oxides and volatile organic hydrocarbons react with heat and sunlight to produce a variety of pollutants. STB-2.B.2 Many environmental factors affect the formation of photochemical smog. STB-2.B.3 Nitrogen oxide is produced early in the day. Ozone concentrations peak in the afternoon and are higher in the summer because ozone is produced by chemical reactions between oxygen and sunlight. STB-2.B.4 Volatile Organic Compounds (VOCs), such as formaldehyde and gasoline, evaporate or sublimate at room temperature. Trees are a natural source of VOCs. STB-2.B.5 Photochemical smog often forms in urban areas because of the large number of motor vehicles there. STB-2.B.6 Photochemical smog can be reduced through the reduction of nitrogen oxide and VOCs. STB-2.B.7 Photochemical smog can harm human health in several ways,	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		photochemical smog Volatile Orgnaic Compound	Hydrologic cycle		Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1iircwCGqRlk94A-x0U9HQGvNZM4UmhYi/view?usp=sharing">https://drive.google.com/file/d/1iircwCGqRlk94A-x0U9HQGvNZM4UmhYi/view?usp=sharing</a>
AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.3 Thermal Inversion	STB-2.C Describe thermal inversion and its relationship with pollution.	STB-2.C.1 During a thermal inversion, the normal temperature gradient in the atmosphere is altered as the air temperature at the Earth's surface is cooler than the air at higher altitudes. STB-2.C.2 Thermal inversion traps pollution close to the ground, especially smog and particulates.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		thermal inversion			Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length	<a href="https://drive.google.com/file/d/1UzY0rtBfwc2tPRYU0blmaBuiHm60tiBUI/view?usp=sharing">https://drive.google.com/file/d/1UzY0rtBfwc2tPRYU0blmaBuiHm60tiBUI/view?usp=sharing</a>
AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.4 Atmospheric CO2 and Particulates	STB-2.D Describe natural sources of CO2 and particulates.	STB-2.D.1 CO2 appears naturally in the atmosphere from sources such as respiration, decomposition, and volcanic eruptions. STB-2.D.2 There are a variety of natural sources of particulate matter.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		respiration decomposition volcanic eruption			Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic	<a href="https://drive.google.com/file/d/1P9pexzJ5c7EUpoaWyygXlhC2QGLIY_xF/view?usp=sharing">https://drive.google.com/file/d/1P9pexzJ5c7EUpoaWyygXlhC2QGLIY_xF/view?usp=sharing</a>

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AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.5 Indoor Air Pollutants	STB-2.E Identify indoor air pollutants.	STB-2.E.1 Carbon monoxide is an indoor air pollutant that is classified as an asphyxiant. STB-2.E.2 Indoor air pollutants that are classified as particulates include asbestos, dust, and smoke. STB-2.E.3 Indoor air pollutants can come from natural sources, human-made sources, and combustion. STB-2.E.4 Common natural source indoor air pollutants include radon, mold, and dust. STB-2.E.5 Common human-made indoor air pollutants include insulation, Volatile Organic Compounds (VOCs) from furniture, paneling and carpets; formaldehyde from building materials, furniture, upholstery, and carpeting; and lead from paints. STB-2.E.6 Common combustion air pollutants include carbon monoxide, nitrogen oxides, sulfur dioxide, particulates, and tobacco smoke. STB-2.E.7 Radon-222 is a naturally occurring radioactive gas that is produced by the decay of uranium found in some rocks and soils.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		asphyxiant asbestos radon mold insulation volatile organic compounds Radon 222			grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions	<a href="https://drive.google.com/file/d/1x-Ghv56CTWY2fNaMQkMsnp4ALAoy2G15/view?usp=sharing">https://drive.google.com/file/d/1x-Ghv56CTWY2fNaMQkMsnp4ALAoy2G15/view?usp=sharing</a>
AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.5 Indoor Air Pollutants	STB-2.F Describe the effects of indoor air pollutants.	STB-2.F.1 Radon gas can infiltrate homes as it moves up through the soil and enters homes via the basement or cracks in the walls or foundation. It is also dissolved in groundwater that enters homes through a well. STB-2.F.2 Exposure to radon gas can lead to radon-induced lung cancer, which is the second leading cause of lung cancer in America.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		groundwater			Scaffolding instruction Simplify and break down abstract concepts Small group instruction	<a href="https://drive.google.com/file/d/1x-Ghv56CTWY2fNaMQkMsnp4ALAoy2G15/view?usp=sharing">https://drive.google.com/file/d/1x-Ghv56CTWY2fNaMQkMsnp4ALAoy2G15/view?usp=sharing</a>
AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.6 Reduction of Air Pollutants	STB-2.G Explain how air pollutants can be reduced at the source.	STB-2.G.1 Methods to reduce air pollutants include regulatory practices, conservation practices, and alternative fuels. STB-2.G.2 A vapor recovery nozzle is an air pollution control device on a gasoline pump that prevents fumes from escaping into the atmosphere when fueling a motor vehicle. STB-2.G.3 A catalytic converter is an air pollution control device for internal combustion engines that converts pollutants (CO, NOx, and hydrocarbons) in exhaust into less harmful molecules (CO2, N2, O2, and H2O). STB-2.G.4 Wet and dry scrubbers are air pollution control devices that remove particulates and/or gases from industrial exhaust streams. STB-2.G.5 Methods to reduce air pollution from coalburning power plants	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		vapor recovery nozzle catalytic converter wet and dry scrubbers			Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/18eunakxvQLJRRMycN245FxiYFb7NjLPV/view?usp=sharing">https://drive.google.com/file/d/18eunakxvQLJRRMycN245FxiYFb7NjLPV/view?usp=sharing</a>
AP Environmental Science	Atomospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.7 Acid Rain	STB-2.H Describe acid deposition.	STB-2.H.1 Acid rain and deposition is due to nitrogen oxides and sulfur oxides from anthropogenic and natural sources in the atmosphere. STB-2.H.2 Nitric oxides that cause acid deposition come from motor vehicles and coal-burning power plants. Sulfur dioxides that cause acid deposition come from coal-burning power plants.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		acid rain deposition anthropogenic				<a href="https://drive.google.com/file/d/1627jP2QF17_NfrkFVYXkhZn3YcgT-10P/view?usp=sharing">https://drive.google.com/file/d/1627jP2QF17_NfrkFVYXkhZn3YcgT-10P/view?usp=sharing</a>

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AP Environmental Science	Atmospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.7 Acid Rain	STB-2.I Describe the effects of acid deposition on the environment.	STB-2.I.1 Acid deposition mainly affects communities that are downwind from coal-burning power plants. STB-2.I.2 Acid rain and deposition can lead to the acidification of soils and bodies of water and corrosion of human-made structures. STB-2.I.3 Regional differences in soils and bedrock affect the impact that acid deposition has on the region—such as limestone bedrock’s ability to neutralize the effect of acid rain on lakes and ponds.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	acidification bedrock				<a href="https://drive.google.com/file/d/1627jPZO17_NF_rkFvYXxhZn3YcgT-f0P/view?usp=sharing">https://drive.google.com/file/d/1627jPZO17_NF_rkFvYXxhZn3YcgT-f0P/view?usp=sharing</a>
AP Environmental Science	Atmospheric Pollution	STB-2 Human activities have physical, chemical, and biological consequences for the atmosphere.	7.8 Noise Pollution	STB-2.J Describe human activities that result in noise pollution and its effects.	STB-2.J.1 Noise pollution is sound at levels high enough to cause physiological stress and hearing loss. STB-2.J.2 Sources of noise pollution in urban areas include transportation, construction, and domestic and industrial activity. STB-2.J.3 Some effects of noise pollution on animals in ecological systems include stress, the masking of sounds used to communicate or hunt, damaged hearing, and causing changes to migratory routes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	noise pollution				<a href="https://drive.google.com/file/d/1uJpsDuGkAVpQ_NyJbT1F-mj9I9oPebiEM/view?usp=sharing">https://drive.google.com/file/d/1uJpsDuGkAVpQ_NyJbT1F-mj9I9oPebiEM/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences	8.1 Sources of Pollution	STB-3.A Identify differences between point and nonpoint sources of pollution.	STB-3.A.1 A point source refers to a single, identifiable source of a pollutant, such as a smokestack or waste discharge pipe. STB-3.A.2 Nonpoint sources of pollution are diffused and can therefore be difficult to identify, such as pesticide spraying or urban runoff.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	smokestack urban runoff	Ocean carbon equilibrium	7-10% Exam Weighting 19-20 Class Periods	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.google.com/file/d/1hh_Yk478sCkEhevAnizYpWknyk_Cs/view?usp=sharing">https://drive.google.com/file/d/1hh_Yk478sCkEhevAnizYpWknyk_Cs/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.2 Human Impacts on Ecosystems	STB-3.B Describe the impacts of human activities on aquatic ecosystems.	STB-3.B.1 Organisms have a range of tolerance for various pollutants. Organisms have an optimum range for each factor where they can maintain homeostasis. Outside of this range, organisms may experience physiological stress, limited growth, reduced reproduction, and in extreme cases, death. STB-3.B.2 Coral reefs have been suffering damage due to a variety of factors, including increasing ocean temperature, sediment runoff, and destructive fishing practices. STB-3.B.3 Oil spills in marine waters cause organisms to die from the hydrocarbons in oil. Oil that floats on the surface of water can coat the feathers of birds and fur of marine mammals. Some components of oil sink to the ocean floor, killing some bottom-dwelling organisms. STB-3.B.4 Oil that washes up on the beach can have economic consequences on the fishing and tourism industries. STB-3.B.5 Oceanic dead zones are areas of low oxygen in the world’s oceans caused by increased nutrient pollution. STB-3.B.6 An oxygen sag curve is a plot of dissolved oxygen levels versus the distance from a source of pollution, usually excess nutrients and biological refuse. STB-3.B.7 Heavy metals used for industry, especially mining and burning of fossil fuels, can reach the groundwater, impacting the drinking water supply.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	homeostasis coral reef sediment runoff hydrocarbon oceanic dead zone oxygen sag curve toxic methylmercury	Hydrologic cycle		Small group instruction, one on one with teacher, partner work, extended time used in all classes Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class Adaptive equipment-pens, pencils, calculators, large print books, audio, etc. Audio recordings Verbal cues for directing/reclaiming attention	<a href="https://drive.google.com/file/d/1JgsuWL91L6nagDr6UDFq4jwh5nLK3AFI/view?usp=sharing">https://drive.google.com/file/d/1JgsuWL91L6nagDr6UDFq4jwh5nLK3AFI/view?usp=sharing</a>

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AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences	8.3 Endocrine Disruptors	STB-3.C Describe endocrine disruptors.	STB-3.C.1 Endocrine disruptors are chemicals that can interfere with the endocrine system of animals.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	endocrine disruptors			Breakout room use Chunking Co-teaching partners (reg ed and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping	<a href="https://drive.google.com/file/d/1o2iGD_Gm2RK_VcyNXAGBlugvtf15KDX9d/view?usp=sharing">https://drive.google.com/file/d/1o2iGD_Gm2RK_VcyNXAGBlugvtf15KDX9d/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences	8.3 Endocrine Disruptors	STB-3.D Describe the effects of endocrine disruptors on ecosystems.	STB-3.D.1 Endocrine disruptors can lead to birth defects, developmental disorders, and gender imbalances in fish and other species.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	endocrine disruptors			Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts	<a href="https://drive.google.com/file/d/1o2iGD_Gm2RK_VcyNXAGBlugvtf15KDX9d/view?usp=sharing">https://drive.google.com/file/d/1o2iGD_Gm2RK_VcyNXAGBlugvtf15KDX9d/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences	8.4 Human Impacts on Wetlands and Mangroves	STB-3.E Describe the impacts of human activity on wetlands and mangroves.	STB-3.E.1 Wetlands are areas where water covers the soil, either part or all of the time. STB-3.E.2 Wetlands provide a variety of ecological services, including water purification, flood protection, water filtration, and habitat. STB-3.E.3 Threats to wetlands and mangroves include commercial development, dam construction, overfishing, and pollutants from agriculture and industrial waste.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	wetland			Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only	<a href="https://drive.google.com/file/d/1Um2J90HAFFH1NDJNSGHa7hwqCRTYsQt/view?usp=sharing">https://drive.google.com/file/d/1Um2J90HAFFH1NDJNSGHa7hwqCRTYsQt/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.5 Eutrophication	STB-3.F Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.	STB-3.F.1 Eutrophication occurs when a body of water is enriched in nutrients. STB-3.F.2 The increase in nutrients in eutrophic aquatic environments causes an algal bloom. When the algal bloom dies, microbes digest the algae, along with the oxygen in the water, leading to a decrease in the dissolved oxygen levels in the water. The lack of dissolved oxygen can result in large die-offs of fish and other aquatic organisms. STB-3.F.3 Hypoxic waterways are those bodies of water that are low in dissolved oxygen. STB-3.F.4 Compared to eutrophic waterways, oligotrophic waterways have very low amounts of nutrients, stable algae populations, and high dissolved oxygen. STB-3.F.5 Anthropogenic causes of eutrophication are agricultural runoff and wastewater release.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	eutrophication hypoxic waterways anthropogenic			Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only	<a href="https://drive.google.com/file/d/1a0FdrXMUWqB8OU5_6G4jbNgOrjoFnK3h/view?usp=sharing">https://drive.google.com/file/d/1a0FdrXMUWqB8OU5_6G4jbNgOrjoFnK3h/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences	8.6 Thermal Pollution	STB-3.G Describe the effects of thermal pollution on aquatic ecosystems.	STB-3.G.1 Thermal pollution occurs when heat released into the water produces negative effects to the organisms in that ecosystem. STB-3.G.2 Variations in water temperature affect the concentration of dissolved oxygen because warm water does not contain as much oxygen as cold water.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	thermal pollution			Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only	<a href="https://drive.google.com/file/d/1DOBmptYSbGgQofGGQv-yb6Gflpc3bvFvlew?usp=sharing">https://drive.google.com/file/d/1DOBmptYSbGgQofGGQv-yb6Gflpc3bvFvlew?usp=sharing</a>

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AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.7 Persistent Organic Pollutants (POPs)	STB-3.H Describe the effect of persistent organic pollutants (POPs) on ecosystems.	STB-3.H.1 Persistent organic pollutants (POPs) do not easily break down in the environment because they are synthetic, carbon-based molecules (such as DDT and PCBs). STB-3.H.2 Persistent organic pollutants (POPs) can be toxic to organisms because they are soluble in fat, which allows them to accumulate in organisms' fatty tissues. STB-3.H.3 Persistent organic pollutants (POPs) can travel over long distances via wind and water before being redeposited.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		persistent organic pollutants			single questions are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1NHVTKhGOE9EyhlL6-K_SnpEQNRssZA/view?usp=sharing">https://drive.google.com/file/d/1NHVTKhGOE9EyhlL6-K_SnpEQNRssZA/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.8 Bioaccumulation and Biomagnification	STB-3.I Describe bioaccumulation and biomagnification	STB-3.I.1 Bioaccumulation is the selective absorption and concentration of elements or compounds by cells in a living organism, most commonly fat-soluble compounds. STB-3.I.2 Biomagnification is the increase in concentration of substances per unit of body tissue that occurs in successively higher trophic levels of a food chain or in a food web.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		bioaccumulation biomagnification				<a href="https://drive.google.com/file/d/1e4kQUPXqzgB6NwigHEgODUA-gqYKT2T/view?usp=sharing">https://drive.google.com/file/d/1e4kQUPXqzgB6NwigHEgODUA-gqYKT2T/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.8 Bioaccumulation and Biomagnification	STB-3.J Describe the effects of bioaccumulation and biomagnification	STB-3.J.1 Some effects that can occur in an ecosystem when a persistent substance is biomagnified in a food chain include eggshell thinning and developmental deformities in top carnivores of the higher trophic levels. STB-3.J.2 Humans also experience harmful effects from biomagnification, including issues with the reproductive, nervous, and circulatory systems. STB-3.J.3 DDT, mercury, and PCBs are substances that bioaccumulate and have significant environmental impacts.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		biomagnify				<a href="https://drive.google.com/file/d/1e4kQUPXqzgB6NwigHEgODUA-gqYKT2T/view?usp=sharing">https://drive.google.com/file/d/1e4kQUPXqzgB6NwigHEgODUA-gqYKT2T/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.9 Solid Waste Disposal	STB-3.K Describe solid waste disposal methods.	STB-3.K.1 Solid waste is any discarded material that is not a liquid or gas. It is generated in domestic, industrial, business, and agricultural sectors. STB-3.K.2 Solid waste is most often disposed of in landfills. Landfills can contaminate groundwater and release harmful gases. STB-3.K.3 Electronic waste, or e-waste, is composed of discarded electronic devices including televisions, cell phones, and computers. STB-3.K.4 A sanitary municipal landfill consists of a bottom liner (plastic or clay), a storm water collection system, a leachate collection system, a cap, and a methane collection system.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		solid waste electronic waste				<a href="https://drive.google.com/file/d/1D6oHgFJugmlATrqjllNgtRbH040Bi5/view?usp=sharing">https://drive.google.com/file/d/1D6oHgFJugmlATrqjllNgtRbH040Bi5/view?usp=sharing</a>

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AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.9 Solid Waste Disposal	STB-3.L Describe the effects of solid waste disposal methods.	STB-3.L.1 Factors in landfill decomposition include the composition of the trash and conditions needed for microbial decomposition of the waste. STB-3.L.2 Solid waste can also be disposed of through incineration, where waste is burned at high temperatures. This method significantly reduces the volume of solid waste but releases air pollutants. STB-3.L.3 Some items are not accepted in sanitary landfills and may be disposed of illegally, leading to environmental problems. One example is used rubber tires, which when left in piles can become breeding grounds for mosquitoes that can spread disease. STB-3.L.4 Some countries dispose of their waste by dumping it in the ocean. This practice, along with other sources of plastic, has led to large floating islands of trash in the oceans. Additionally, wildlife can become entangled in the waste, as well as ingest it.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		landfill decomposition				<a href="https://drive.google.com/file/d/1D6oHgFjugmlATrgqjllNgwtRbH040Bj5/view?usp=sharing">https://drive.google.com/file/d/1D6oHgFjugmlATrgqjllNgwtRbH040Bj5/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.10 Waste Reduction Methods	STB-3.M Describe changes to current practices that could reduce the amount of generated waste and their associated benefits and drawbacks.	STB-3.M.1 Recycling is a process by which certain solid waste materials are processed and converted into new products. STB-3.M.2 Recycling is one way to reduce the current global demand on minerals, but this process is energy-intensive and can be costly. STB-3.M.3 Composting is the process of organic matter such as food scraps, paper, and yard waste decomposing. The product of this decomposition can be used as fertilizer. Drawbacks to composting include odor and rodents. STB-3.M.4 E-waste can be reduced by recycling and reuse. E-wastes may contain hazardous chemicals, including heavy metals such as lead and mercury, which can leach from landfills into groundwater if they are not disposed of properly. STB-3.M.5 Landfill mitigation strategies range from burning waste for energy to restoring habitat on former landfills for use as parks. STB-3.M.6 The combustion of gases produced from decomposition of organic material in landfills can be used to turn turbines and generate electricity. This process reduces landfill volume	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		composting recycling				<a href="https://drive.google.com/file/d/16TU7ITQAPiZ-jT6UayHvBhfrFvUzsQT/view?usp=sharing">https://drive.google.com/file/d/16TU7ITQAPiZ-jT6UayHvBhfrFvUzsQT/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	STB-3 Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	8.11 Sewage Treatment	STB-3.N Describe best practices in sewage treatment.	STB-3.N.1 Primary treatment of sewage is the physical removal of large objects, often through the use of screens and grates, followed by the settling of solid waste in the bottom of a tank. STB-3.N.2 Secondary treatment is a biological process in which bacteria break down organic matter into carbon dioxide and inorganic sludge, which settles in the bottom of a tank. The tank is aerated to increase the rate at which the bacteria break down the organic matter. STB-3.N.3 Tertiary treatment is the use of ecological or chemical processes to remove any pollutants left in the water after primary and secondary treatment. STB-3.N.4 Prior to discharge, the treated water is exposed to one or more disinfectants (usually, chlorine, ozone, or UV light) to kill bacteria.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		primary treatment secondary treatment tertiary treatment				<a href="https://drive.google.com/file/d/1EDhiYCG6gZzwreKHSU456EGSiDzy374/view?usp=sharing">https://drive.google.com/file/d/1EDhiYCG6gZzwreKHSU456EGSiDzy374/view?usp=sharing</a>

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AP Environmental Science	Aquatic and Terrestrial Pollution	EIN-3 Pollutants can have both direct and indirect impacts on the health of organisms, including humans.	8.12 Lethal Dose 50% (LD50)	EIN-3.A Define lethal dose 50% (LD50).	EIN-3.A.1 Lethal dose 50% (LD50) is the dose of a chemical that is lethal to 50% of the population of a particular species.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		lethal				<a href="https://drive.google.com/file/d/1DM22agTsaI5P-GiuW4nFFRLIw8pIQI_1a/view?usp=sharing">https://drive.google.com/file/d/1DM22agTsaI5P-GiuW4nFFRLIw8pIQI_1a/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	EIN-3 Pollutants can have both direct and indirect impacts on the health of organisms, including humans.	8.13 Dose Response Curve	EIN-3.B Evaluate dose response curves.	EIN-3.B.1 A dose response curve describes the effect on an organism or mortality rate in a population based on the dose of a particular toxin or drug.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		dose response curve				<a href="https://drive.google.com/file/d/1DM22agTsaI5P-GiuW4nFFRLIw8pIQI_1a/view?usp=sharing">https://drive.google.com/file/d/1DM22agTsaI5P-GiuW4nFFRLIw8pIQI_1a/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	EIN-3 Pollutants can have both direct and indirect impacts on the health of organisms, including humans.	8.14 Pollution and Human Health	EIN-3.C Identify sources of human health issues that are linked to pollution.	EIN-3.C.1 It can be difficult to establish a cause and effect between pollutants and human health issues because humans experience exposure to a variety of chemicals and pollutants. EIN-3.C.2 Dysentery is caused by untreated sewage in streams and rivers. EIN-3.C.3 Mesothelioma is a type of cancer caused mainly by exposure to asbestos. EIN-3.C.4 Respiratory problems and overall lung function can be impacted by elevated levels of tropospheric ozone.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		dysentery Mesothelioma				<a href="https://drive.google.com/file/d/1Qjkh5hCNdMdB9Bv5EIV_twOkj0fyILRx/view?usp=sharing">https://drive.google.com/file/d/1Qjkh5hCNdMdB9Bv5EIV_twOkj0fyILRx/view?usp=sharing</a>
AP Environmental Science	Aquatic and Terrestrial Pollution	EIN-3 Pollutants can have both direct and indirect impacts on the health of organisms, including humans.	8.15 Pathogens and Infectious Diseases	EIN-3.D Explain human pathogens and their cycling through the environment.	EIN-3.D.1 Pathogens adapt to take advantage of new opportunities to infect and spread through human populations. EIN-3.D.2 Specific pathogens can occur in many environments regardless of the appearance of sanitary conditions. EIN-3.D.3 As equatorial-type climate zones spread north and south in to what are currently subtropical and temperate climate zones, pathogens, infectious diseases, and any associated vectors are spreading into these areas where the disease has not previously been known to occur. EIN-3.D.4 Poverty-stricken, low-income areas often lack sanitary waste disposal and have contaminated drinking water supplies, leading to havens and opportunities for the spread of infectious diseases. EIN-3.D.5 Plague is a disease carried by organisms infected with the plague bacteria. It is transferred to humans via the bite of an infected organism or through contact with contaminated fluids or tissues. EIN-3.D.6 Tuberculosis is a bacterial infection that typically attacks the lungs. It is spread by breathing in the bacteria from the bodily fluids of an infected person. EIN-3.D.7 Malaria is a parasitic disease caused by bites from infected mosquitoes. It is most often found in sub-Saharan Africa. EIN-3.D.8 West Nile virus is transmitted to humans via bites from infected mosquitoes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		pathogen equatorial type climate zone plague tuberculosis malaria west nile virus SARS MERS Zika Cholera				<a href="https://drive.google.com/file/d/1Q_LPB1FJJRMU5Qr1DdTKEnqnlTfm0tO/view?usp=sharing">https://drive.google.com/file/d/1Q_LPB1FJJRMU5Qr1DdTKEnqnlTfm0tO/view?usp=sharing</a>

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AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.1 Stratospheric Ozone Depletion	STB-4.A Explain the importance of stratospheric ozone to life on Earth.	STB-4.A.1 The stratospheric ozone layer is important to the evolution of life on Earth and the continued health and survival of life on Earth. STB-4.A.2 Stratospheric ozone depletion is caused by anthropogenic factors, such as chlorofluorocarbons (CFCs), and natural factors, such as the melting of ice crystals in the atmosphere at the beginning of the Antarctic spring. STB-4.A.3 A decrease in stratospheric ozone increases the UV rays that reach the Earth's surface. Exposure to UV rays can lead to skin cancer and cataracts in humans.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		stratospheric ozone layer	GMOs and the environment	15-20% Exam Weighting	The following modifications are used as needed for all students, along with specific IEP goals and 504 accommodations based on individual students:	<a href="https://drive.google.com/file/d/1dGp0H4LeP0Tli0192Mm2E34Lc_g5njck/view?usp=sharing">https://drive.google.com/file/d/1dGp0H4LeP0Tli0192Mm2E34Lc_g5njck/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.2 Reducing Ozone Depletion	STB-4.B Describe chemicals used to substitute for chlorofluorocarbons (CFCs).	STB-4.B.1 Ozone depletion can be mitigated by replacing ozone-depleting chemicals with substitutes that do not deplete the ozone layer. Hydrofluorocarbons (HFCs) are one such replacement, but some are strong greenhouse gases.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		ozone HFCs			Small group instruction, one on one with teacher, partner work, extended time used in all classes	<a href="https://drive.google.com/file/d/1vQh9jic4G5kXs_uw-WiVW06mqD9GUtIX/view?usp=sharing">https://drive.google.com/file/d/1vQh9jic4G5kXs_uw-WiVW06mqD9GUtIX/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.3 The Greenhouse Effect	STB-4.C Identify the greenhouse gases.	STB-4.C.1 The principal greenhouse gases are carbon dioxide, methane, water vapor, nitrous oxide, and chlorofluorocarbons (CFCs). STB-4.C.2 While water vapor is a greenhouse gas, it doesn't contribute significantly to global climate change because it has a short residence time in the atmosphere. STB-4.C.3 The greenhouse effect results in the surface temperature necessary for life on Earth to exist	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		CFCs greenhouse effect			Access to resource room or learning support room Activating prior knowledge Active supervision during lab time Advance notice of transitions during class	<a href="https://drive.google.com/file/d/1crxSYXEhdKr-LDYqZfbFj3bifeg_u207/view?usp=sharing">https://drive.google.com/file/d/1crxSYXEhdKr-LDYqZfbFj3bifeg_u207/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.3 The Greenhouse Effect	STB-4.D Identify the sources and potency of the greenhouse gases.	STB-4.D.1 Carbon dioxide, which has a global warming potential (GWP) of 1, is used as a reference point for the comparison of different greenhouse gases and their impacts on global climate change. Chlorofluorocarbons (CFCs) have the highest GWP, followed by nitrous oxide, then methane.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		global warming potential CFCs GWP			Adaptive equipment-pens, pencils, calculators, large print books, audio, etc.	<a href="https://drive.google.com/file/d/1crxSYXEhdKr-LDYqZfbFj3bifeg_u207/view?usp=sharing">https://drive.google.com/file/d/1crxSYXEhdKr-LDYqZfbFj3bifeg_u207/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.4 Increases in the Greenhouse Gases	STB-4.E Identify the threats to human health and the environment posed by an increase in greenhouse gases.	STB-4.E.1 Global climate change, caused by excess greenhouse gases in the atmosphere, can lead to a variety of environmental problems including rising sea levels resulting from melting ice sheets and ocean water expansion, and disease vectors spreading from the tropics toward the poles. These problems can lead to changes in population dynamics and population movements in response.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		global climate change			Audio recordings Verbal cues for directing/reclaiming attention Breakout room use Chunking Co-teaching partners (reg ed)	<a href="https://drive.google.com/file/d/12kDvncpPC_eP061ew1YRxyBiwKEPbsDZ/view?usp=sharing">https://drive.google.com/file/d/12kDvncpPC_eP061ew1YRxyBiwKEPbsDZ/view?usp=sharing</a>

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AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.5 Global Climate Change	STB-4.F Explain how changes in climate, both short- and longterm, impact ecosystems.	STB-4.F.1 The Earth has undergone climate change throughout geologic time, with major shifts in global temperatures causing periods of warming and cooling as recorded with CO2 data and ice cores. STB-4.F.2 Effects of climate change include rising temperatures, melting permafrost and sea ice, rising sea levels, and displacement of coastal populations. STB-4.F.3 Marine ecosystems are affected by changes in sea level, some positively, such as in newly created habitats on now-flooded continental shelves, and some negatively, such as deeper communities that may no longer be in the photic zone of seawater. STB-4.F.4 Winds generated by atmospheric circulation help transport heat throughout the Earth. Climate change may change circulation patterns, as temperature changes may impact Hadley cells and the jet stream. STB-4.F.5 Oceanic currents, or the ocean conveyor belt, carry heat throughout the world. When these currents change, it can have a big impact on global climate, especially in coastal regions. STB-4.F.6 Climate change can affect soil through changes in temperature and rainfall, which can impact soil's viability and potentially increase erosion. STB-4.F.7 Earth's polar regions are showing faster response times to global climate change because ice and snow in these regions reflect the	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		permafrost continental shelves Hadley cells ocean conveyor belt polar regions			and special ed) Collaborative group work Direct instruction, lecture kept to an appropriate length Extended wait time to allow for processing Extra time to complete work/assignment Flexible/strategic grouping Flipped learning Frequent check-ins for understanding Frequent reinforcement for desired/positive behaviors Game-based learning Graphic and advanced organizers Guided practice Mnemonics Modeling instruction Opportunity for practice Polling the class Personal time outs to regroup and prepare for transitions Scaffolding instruction Simplify and break down abstract concepts Small group instruction Video to supplement learning Retrieval Practice: bell ringers, exit tickets, brain dumps, etc. Masking test items so only single questions	<a href="https://drive.google.com/file/d/1yG6J-1HKjtNuiCrVj0Wu5WKGtUfFnogs/view?usp=sharing">https://drive.google.com/file/d/1yG6J-1HKjtNuiCrVj0Wu5WKGtUfFnogs/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.6 Ocean Warming	STB-4.G Explain the causes and effects of ocean warming.	STB-4.G.1 Ocean warming is caused by the increase in greenhouse gases in the atmosphere. STB-4.G.2 Ocean warming can affect marine species in a variety of ways, including loss of habitat, and metabolic and reproductive changes. STB-4.G.3 Ocean warming is causing coral bleaching, which occurs when the loss of algae within corals cause the corals to bleach white. Some	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		greenhouse gas				<a href="https://drive.google.com/file/d/1Zy6zpCapZiKilQul9ZsjHzrteoAXwRE/view?usp=sharing">https://drive.google.com/file/d/1Zy6zpCapZiKilQul9ZsjHzrteoAXwRE/view?usp=sharing</a>
AP Environmental Science	Global Change	STB-4 Local and regional human activities can have impacts at the global level.	9.7 Ocean Acidification	STB-4.H Explain the causes and effects of ocean acidification.	STB-4.H.1 Ocean acidification is the decrease in pH of the oceans, primarily due to increased CO2 concentrations in the atmosphere, and can be expressed as chemical equations. STB-4.H.2 As more CO2 is released into the atmosphere, the oceans, which absorb a large part of that CO2, become more acidic. STB-4.H.3 Anthropogenic activities that contribute to ocean acidification are those that lead to increased CO2 concentrations in the atmosphere: burning of fossil fuels, vehicle emissions, and deforestation. STB-4.H.4 Ocean acidification damages coral because acidification makes it difficult for them to form shells, due to the loss of calcium carbonate.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		ocean acidification anthropogenic activities				<a href="https://drive.google.com/file/d/1DsSejdlF4b3MGncUcdrB1B1MXAccGpnS/view?usp=sharing">https://drive.google.com/file/d/1DsSejdlF4b3MGncUcdrB1B1MXAccGpnS/view?usp=sharing</a>

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AP Environmental Science	Global Change	EIN-4 The health of a species is closely tied to its ecosystem, and minor environmental changes can have a large impact.	9.8 Invasive Species	EIN-4.A Explain the environmental problems associated with invasive species and strategies to control them.	EIN-4.A.1 Invasive species are species that can live, and sometimes thrive, outside of their normal habitat. Invasive species can sometimes be beneficial, but they are considered invasive when they threaten native species. EIN-4.A.2 Invasive species are often generalist, r-selected species and therefore may outcompete native species for resources. EIN-4.A.3 Invasive species can be controlled through a variety of human interventions.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		invasive species generalist r-selected species			are visible Reading the test questions Limit number of answer choices	<a href="https://drive.google.com/file/d/1GtGwUvVC-plaaRjkCBRYjdfWZEy-QXRn/view?usp=sharing">https://drive.google.com/file/d/1GtGwUvVC-plaaRjkCBRYjdfWZEy-QXRn/view?usp=sharing</a>
AP Environmental Science	Global Change	EIN-4 The health of a species is closely tied to its ecosystem, and minor environmental changes can have a large impact.	9.9 Endangered Species	EIN-4.B Explain how species become endangered and strategies to combat the problem.	EIN-4.B.1 A variety of factors can lead to a species becoming threatened with extinction, such as being extensively hunted, having limited diet, being outcompeted by invasive species, or having specific and limited habitat requirements. EIN-4.B.2 Not all species will be in danger of extinction when exposed to the same changes in their ecosystem. Species that are able to adapt to changes in their environment or that are able to move to a new environment are less likely to face extinction. EIN-4.B.3 Selective pressures are any factors that change the behaviors and fitness of organisms within an environment. EIN-4.B.4 Species in a given ecosystem compete for resources like territory, food, mates, and habitat, and this competition may lead to endangerment or extinction. EIN-4.B.5 Strategies to protect animal populations include criminalizing poaching, protecting animal habitats, and legislation.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		extinction selective pressure poaching				<a href="https://drive.google.com/file/d/1z2zNghvK-hBm2T8afPoP-dQRH0zfOAdc/vew?usp=sharing">https://drive.google.com/file/d/1z2zNghvK-hBm2T8afPoP-dQRH0zfOAdc/vew?usp=sharing</a>
AP Environmental Science	Global Change	EIN-4 The health of a species is closely tied to its ecosystem, and minor environmental changes can have a large impact.	9.10 Human Impacts on Biodiversity	EIN-4.C Explain how human activities affect biodiversity and strategies to combat the problem.	EIN-4.C.1 HIPPCO (habitat destruction, invasive species, population growth, pollution, climate change, and over exploitation) describes the main factors leading to a decrease in biodiversity. EIN-4.C.2 Habitat fragmentation occurs when large habitats are broken into smaller, isolated areas. Causes of habitat fragmentation include the construction of roads and pipelines, clearing for agriculture or development, and logging. EIN-4.C.3 The scale of habitat fragmentation that has an adverse effect on the inhabitants of a given ecosystem will vary from species to species within that ecosystem. EIN-4.C.4 Global climate change can cause habitat loss via changes in temperature, precipitation, and sea level rise. EIN-4.C.5 Some organisms have been somewhat or completely domesticated and are now managed for economic returns, such as honeybee colonies and domestic livestock. This domestication can have a negative impact on the biodiversity of that organism. EIN-4.C.6 Some ways humans can mitigate the impact of loss of biodiversity include creating protected areas, use of habitat corridors, promoting sustainable land use practices, and restoring lost habitats.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		HIPPCO Habitat fragmentation Domesticated Habitat corridor				<a href="https://drive.google.com/file/d/164_ZjyMuRGg9OxRtkiN1E4HxFnGLbxaQ/view?usp=sharing">https://drive.google.com/file/d/164_ZjyMuRGg9OxRtkiN1E4HxFnGLbxaQ/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Stable forms of matter are those in which the electric potential energy is minimized.	Construct models showing that stable forms of matter are those with minimum electrical field energy.	<b>3.2.C.A1</b> <b>3.2.C.A5</b> <b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.1 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Coulomb's Law Geometries and orbital shapes Lewis dot structures Molecular Octet rule	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.C.A5</b> <a href="https://docs.google.com/document/d/1-2fCSXhrquOWce5kVoC5w3-PaMW_FVOy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1-2fCSXhrquOWce5kVoC5w3-PaMW_FVOy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lLp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lLp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	A stable molecule has lower energy, by an amount known as the binding energy, than the same set of atoms separated; this energy must be provided to break the bond.	Construct models showing that energy is needed to break bonds and overcome intermolecular forces and that energy is released when bonds form (Enthalpy, Lattice energy are beyond the Eligible Content).	<b>3.2.1.C.A2</b> <b>3.2.C.A1</b> <b>3.2.10.A4</b> <b>3.4.10.A</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.4	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Activation Binding Energy Bond Energy Endothermic Energy Enthalpy Exothermic Lattice energy Physical properties	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3YXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3YXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. The periodic table orders elements in increasing number of protons and places those with similar chemical properties in columns.	Use the atomic model and the periodic table to predict and explain trends in properties of elements.	<b>3.2.10.A1</b> <b>3.2.C.A1</b> <b>3.2.C.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1 CHEM.A.2.3	Atomic Structure, Atomic Theory, and the Periodic Table	Atomic radius Charge Chemical Configuration Effective nuclear charge Electron affinity Electronegativity Electrons Elements Energy Ionization Neutrons Nucleus Orbital diagram Particles Physical properties Protons Reactivity	The Historical Development of Atomic Theory The Modern Atomic Theory The Structure of the Atom Elements, Compounds, and Mixtures The History and Arrangement of the Periodic Table Atomic Numbers and Electron Configurations Electrons and the Periodic Table Periodic Trends <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIE1j4IRIwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIE1j4IRIwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, and surrounding electrons.	Develop a model showing the likely position of electrons as determined by the quantized energy levels of atoms.	<b>3.2.10.A1</b> <b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.10.A5</b> <b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.2 CHEM.A.2.2.1 CHEM.A.2.2.2 CHEM.A.2.2.3 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Bohr Configuration Dalton Electronic Emission Energy levels Excited state Ground state Orbitals Quantized Sublevels Rutherford Spectra Thomson	The Historical Development of Atomic Theory The Modern Atomic Theory The Structure of the Atom Elements, Compounds, and Mixtures The History and Arrangement of the Periodic Table Atomic Numbers and Electron Configurations Electrons and the Periodic Table Periodic Trends <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6Hl6ZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIE1j4IRIwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIE1j4IRIwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a> <b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lLp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lLp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtppof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The solubility of solutions depends on their properties and other factors. e.g., dissolving, dissociating	Develop explanations and/or mathematical expressions comparing solutions made from ionic and covalent solutes and how various factors affect the solubility of these solutions	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A2</b> <b>3.2.10.A4</b> <b>3.2.10.A5</b> <b>3.2.12.A1</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Colligative Heterogeneous Homogeneous "Like dissolves like" Molarity Percent by mass Percent by volume Polarity Properties Solubility Solute Solvent	Mixtures and Solutions Solutions and Solubility Lab: Solubility Measures of Concentration: Molarity Measures of Concentration: Molality and Other Calculations <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h1GLZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h1GLZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PuW3vYnkvH_4YwFMDQeN7eZ1I/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PuW3vYnkvH_4YwFMDQeN7eZ1I/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The fact that atoms are conserved, together with knowledge of chemical properties of the elements involved, can be used to describe and predict chemical reactions and calculate quantities of reactants and products.	Analyze and interpret data sets, using the mole concept, to mathematically determine amounts of representative particles in macroscopic, measureable quantities.	<b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		CHEM.B.1.1 CHEM.B.1.1.1 CHEM.B.1.2.1	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Density Dimensional analysis Excess reactants Limiting reactants Molar mass Mole Percent yield Proportion/ratios Stoichiometric relationships	Molar Masses Percent Composition and Molecular Formula Introduction to Stoichiometry Stoichiometric Calculations Limiting Reactant and Percent Yield <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The mole, as a fundamental unit, is used to represent a specific quantity of atomic particles such as atoms, ions, formula units, and molecules.	Analyze and interpret data to apply the laws of definite proportions and multiple proportions, to determine empirical and molecular formulas of compounds, percent composition and mass of elements in a compound.	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		CHEM.B.1.2 CHEM.B.1.2.3	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Avogadro's number Empirical Formula Law of definite proportions Law of multiple proportions Molar mass Molar volume Molecular Percent composition Ratio	Molar Masses Percent Composition and Molecular Formula Introduction to Stoichiometry Stoichiometric Calculations Limiting Reactant and Percent Yield <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h1GLZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h1GLZNG1sNvssUsQnNGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The kinetic molecular theory and Gas Laws are used to explain and predict the behavior of gases.	Utilize mathematical relationships to predict changes in the number of particles (moles), the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's Law, Charles' Law, Avogadro's Law, Dalton's Law of partial pressures, the combined gas law, and the ideal gas law).	<b>3.2.10.A3</b> <b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		CHEM.B.2.2.1 CHEM.B.2.2.2	Kinetic Molecular Theory and Gas Laws	Avogadro's law Boyle's law Charles's law Combined gas law Dalton's law of density Partial pressures Gay-Lussac's law Ideal Gas Law Molar mass Molar volume Pressure STP	Gases Gas Laws Lab: Charles's Law Lab: Boyle's Law The Ideal Gas Law Gas Stoichiometry <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Properties of chemical compounds are related to electrostatic interaction between particles.	Use Lewis Structures and VSEPR to predict and explain charge distribution across a particle (atom, ion, molecule or formula unit)	<b>3.2.10.A1</b> <b>3.2.C.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.4 CHEM.B.1.4.1	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Atoms Covalent bond Electronegativity scale Ions Ionic Bond Lattice / crystal structure Metallic Bonding Molecules Polarity VSEPR/shape	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A5</b> <a href="https://docs.google.com/document/d/1-2fCSXhrqUWce5KVoC5w3-PaMW_FV0y/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1-2fCSXhrqUWce5KVoC5w3-PaMW_FV0y/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. Properties of chemical compounds are related to electrostatic interaction between particles.	Analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance.	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A</b> <b>3.2.10.A1</b> <b>3.2.10.A4</b> <b>3.2.10.A5</b> <b>3.2.12.A1</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1 CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Boiling point Bonding Dispersion Forces Freezing point Hydrogen Intermolecular "Like dissolves like" London Van der Waals Melting point Polarity Surface tension Vapor pressure	Gases Liquids Solids and Plasmas Phase Changes Changes in Matter Lab: Physical and Chemical Changes Mixtures and Solutions Solutions and Solubility Lab: Solubility Measures of Concentration: Molarity Measures of Concentration: Molality and Other Calculations <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyU7I6H6LZNG1sNvsUsQnGx/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyU7I6H6LZNG1sNvsUsQnGx/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Chemical processes, their rates, and energy changes can be understood in terms of the arrangement and energy of colliding particles and the subsequent rearrangements of atoms.	Use models to understand the effect of concentration, temperature, and surface area on frequency of collisions and subsequently rate. Describe the function of catalysts.	<b>S11.C.1.1</b> <b>3.2.C.A4</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.1 CHEM.B.2.1.2 CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions (d - Reaction Rates and Equilibrium)	Activation Bond energy Collision theory Energy Reaction rate	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	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.	Develop and use models to explain that atoms (and therefore mass) are conserved during a chemical reaction. Models can include computer models, ball and stick models, and drawings.	<b>3.2.10.A2</b> <b>3.2.C.A2</b> <b>3.2.10.A4</b> <b>3.2.C.A4</b> <b>3.2.C.B3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Balance Chemical properties Combustion Decomposition Double replacement Mole ratio Net ionic equations Physical properties Products Reactants Single replacement Synthesis Redox (reductio and oxidation)	Writing and Balancing Chemical Equations Types of Reactions Lab: Types of Reactions <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.10.A2</b> <a href="https://docs.google.com/document/d/14fIEVYvOYMHs2TDa06qYtVo_RkRW6s/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/14fIEVYvOYMHs2TDa06qYtVo_RkRW6s/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Develop a model for chemical systems to support/predict changes in reaction conditions limited to simple equilibrium reactions.	<b>3.2.10.A4</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Equilibrium Percent yield Le Chatelier's overlap Le Chatelier's principle	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQjgNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEI3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Use system models (computers or drawings) to construct molecular level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.	<b>3.2.10.A4</b> <b>3.2.C.A4</b> <b>3.2.12.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Reaction Reverse	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3YXokxh_4XwFMQigNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3YXokxh_4XwFMQigNzefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Nuclear processes, including fusion, fission, and radioactive decays involve changes in unstable nuclei. The total number of neutrons plus protons does not change in any nuclear process.	Construct models to explain changes in nuclei during the processes of fission, fusion, and radioactive decay and the subatomic interactions that determine nuclear stability.	<b>3.2.12.A2</b> <b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1	Nuclear chemistry	Alpha radiation Beta radiation Gamma radiation Nuclear fission Nuclear fusion Radioactivity Stable nuclei Unstable nuclei	Types of Radioactive Decay Balancing Nuclear Reactions Half-life Nuclear Fission and Nuclear Fusion *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1bjv4p7gEyz-4k8lP8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1bjv4p7gEyz-4k8lP8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baaBpfi70XUWoCaHILDnsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baaBpfi70XUWoCaHILDnsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the maximum ages of rocks and other materials from the isotope ratios present.	Analyze and interpret data sets to determine the maximum age of samples (rocks, organic material) using the mathematical model of radioactive decay.	<b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Nuclear chemistry	Decay Half-Life Isotopes Radioactive	Types of Radioactive Decay Balancing Nuclear Reactions Half-life Nuclear Fission and Nuclear Fusion *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1bjv4p7gEyz-4k8lP8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1bjv4p7gEyz-4k8lP8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Acids and bases are identified by their characteristics and interactions. pH scale is a log scale that reflects the concentration of protons in a solution.	Using models, differentiate between acid and bases and acid-base systems. Determine neutralization point of a reaction. Determine pH of a solution. Show understanding of log scale.	<b>3.2.12.A</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Chemical Reactions (a - chemical reactions)	Acid Arrhenius Base Bronsted Lowry pH pH scale Proton Titration	Properties of Acids and Bases Arrhenius, Bronsted-Lowry, and Lewis Acids and Bases pH Lab: Measuring pH Neutralization Reactions *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.12.A4</b> <a href="https://docs.google.com/document/d/1G-nCakOnixrZjbmaj2jH9f_T4856oSDV/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1G-nCakOnixrZjbmaj2jH9f_T4856oSDV/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions)	<b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.4.12A (not listed in Plan Book)</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.5	Bonding Chemical Formulas Nomenclature Chemical Structures Molecular Models	Nomenclature IUPAC	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	<b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKovDHIEJ3j4IRlWUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKovDHIEJ3j4IRlWUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqXyUwrf--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Utilize significant figures to communicate the precision in a quantitative observation. Accuracy discussion: Calculate error and percent error given experimental data and the accepted value.	<b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for		CHEM.A.1.1.3 CHEM.A.1.1.3	Science as Inquiry	Accuracy Error Figures Percent error Precision Significant	Scientific Methods Hypotheses, Laws, and Theories Scientific Notation and Significant Figures Using Math to Analyze Data <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>

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9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Stable forms of matter are those in which the electric potential energy is minimized.	Construct models showing that stable forms of matter are those with minimum electrical field energy.	<b>3.2.C.A1</b> <b>3.2.C.A5</b> <b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.1 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Coulomb's Law Geometries and orbital shapes Lewis dot structures Molecular Octet rule	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.C.A5</b> <a href="https://docs.google.com/document/d/1-2fCSXhrquOWce5kVoC5w3-PaMW_FVOy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1-2fCSXhrquOWce5kVoC5w3-PaMW_FVOy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8Jlp8cax-ZcLkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8Jlp8cax-ZcLkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	A stable molecule has lower energy, by an amount known as the binding energy, than the same set of atoms separated; this energy must be provided to break the bond.	Construct models showing that energy is needed to break bonds and overcome intermolecular forces and that energy is released when bonds form (Enthalpy, Lattice energy are beyond the Eligible Content).	<b>3.2.1.C.A2</b> <b>3.2.C.A1</b> <b>3.2.10.A4</b> <b>3.4.10.A</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.4	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Activation Binding Energy Bond Energy Endothermic Energy Enthalpy Exothermic Lattice energy Physical properties	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. The periodic table orders elements in increasing number of protons and places those with similar chemical properties in columns.	Use the atomic model and the periodic table to predict and explain trends in properties of elements.	<b>3.2.10.A1</b> <b>3.2.C.A1</b> <b>3.2.C.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1 CHEM.A.2.3	Atomic Structure, Atomic Theory, and the Periodic Table	Atomic radius Charge Chemical Configuration Effective nuclear charge Electron affinity Electronegativity Electrons Elements Energy Ionization Neutrons Nucleus Orbital diagram Particles Physical properties Protons Reactivity	The Historical Development of Atomic Theory The Modern Atomic Theory The Structure of the Atom Elements, Compounds, and Mixtures The History and Arrangement of the Periodic Table Atomic Numbers and Electron Configurations Electrons and the Periodic Table Periodic Trends <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4lRiwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4lRiwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, and surrounding electrons.	Develop a model showing the likely position of electrons as determined by the quantized energy levels of atoms.	<b>3.2.10.A1</b> <b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.10.A5</b> <b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.2 CHEM.A.2.2.1 CHEM.A.2.2.2 CHEM.A.2.2.3 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Bohr Configuration Dalton Electronic Emission Energy levels Excited state Ground state Orbitals Quantized Sublevels Rutherford Spectra Thomson	The Historical Development of Atomic Theory The Modern Atomic Theory The Structure of the Atom Elements, Compounds, and Mixtures The History and Arrangement of the Periodic Table Atomic Numbers and Electron Configurations Electrons and the Periodic Table Periodic Trends <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6h16LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4lRiwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4lRiwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a> <b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8Jlp8cax-ZcLkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8Jlp8cax-ZcLkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopf=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuey Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The solubility of solutions depends on their properties and other factors. e.g., dissolving, dissociating	Develop explanations and/or mathematical expressions comparing solutions made from ionic and covalent solutes and how various factors affect the solubility of these solutions	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A2</b> <b>3.2.10.A4</b> <b>3.2.10.A5</b> <b>3.2.12.A1</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Colligative Heterogeneous Homogeneous "Like dissolves like" Molarity Percent by mass Percent by volume Polarity Properties Solubility Solute Solvent	Mixtures and Solutions Solutions and Solubility Lab: Solubility Measures of Concentration: Molarity and Other Calculations <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6H6LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6H6LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-DuW3vXokvH_4Ywfm0JnZ7eF71/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-DuW3vXokvH_4Ywfm0JnZ7eF71/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The fact that atoms are conserved, together with knowledge of chemical properties of the elements involved, can be used to describe and predict chemical reactions and calculate quantities of reactants and products.	Analyze and interpret data sets, using the mole concept, to mathematically determine amounts of representative particles in macroscopic, measureable quantities.	<b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.1 CHEM.B.1.1.1 CHEM.B.1.2.1	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Density Dimensional analysis Excess reactants Limiting reactants Molar mass Mole Percent yield Proportion/ratios Stoichiometric relationships	Molar Masses Percent Composition and Molecular Formula Introduction to Stoichiometry Stoichiometric Calculations Limiting Reactant and Percent Yield <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The mole, as a fundamental unit, is used to represent a specific quantity of atomic particles such as atoms, ions, formula units, and molecules.	Analyze and interpret data to apply the laws of definite proportions and multiple proportions, to determine empirical and molecular formulas of compounds, percent composition and mass of elements in a compound.	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.2 CHEM.B.1.2.3	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Avogadro's number Empirical Formula Law of definite proportions Law of multiple proportions Molar mass Molar volume Molecular Percent composition Ratio	Molar Masses Percent Composition and Molecular Formula Introduction to Stoichiometry Stoichiometric Calculations Limiting Reactant and Percent Yield <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1TJ6H6LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1TJ6H6LZNG1sNvssUsQNnGX/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3J4IRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The kinetic molecular theory and Gas Laws are used to explain and predict the behavior of gases.	Utilize mathematical relationships to predict changes in the number of particles (moles), the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's Law, Charles' Law, Avogadro's Law, Dalton's Law of partial pressures, the combined gas law, and the ideal gas law).	<b>3.2.10.A3</b> <b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.2.1 CHEM.B.2.2.2	Kinetic Molecular Theory and Gas Laws	Avogadro's law Boyle's law Charles's law Combined gas law Dalton's law of density Partial pressures Gay-Lussac's law Ideal Gas Law Molar mass Molar volume Pressure STP	Gases Gas Laws Lab: Charles's Law Lab: Boyle's Law The Ideal Gas Law Gas Stoichiometry <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLdNsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baaBpfi70XuWoCaHLdNsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Properties of chemical compounds are related to electrostatic interaction between particles.	Use Lewis Structures and VSEPR to predict and explain charge distribution across a particle (atom, ion, molecule or formula unit)	<b>3.2.10.A1</b> <b>3.2.C.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.4 CHEM.B.1.4.1	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Atoms Covalent bond Electronegativity scale Ions Ionic Bond Lattice / crystal structure Metallic Bonding Molecules Polarity VSEPR/shape	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A5</b> <a href="https://docs.google.com/document/d/1-2fCSXhruqOWce5KvC5w3-PaMwV_FV0y/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1-2fCSXhruqOWce5KvC5w3-PaMwV_FV0y/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. Properties of chemical compounds are related to electrostatic interaction between particles.	Analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance.	<b>3.2.C.A1</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.2.10.A</b> <b>3.2.10.A1</b> <b>3.2.10.A4</b> <b>3.2.10.A5</b> <b>3.2.12.A1</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1 CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Boiling point Bonding Dispersion Forces Freezing point Hydrogen Intermolecular "Like dissolves like" London Van der Waals Melting point Polarity Surface tension Vapor pressure	Gases Liquids and Plasmas Phase Changes Changes in Matter Lab: Physical and Chemical Changes Mixtures and Solutions Solutions and Solubility Lab: Solubility Measures of Concentration: Molarity Measures of Concentration: Molality and Other Calculations <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A1</b> <a href="https://docs.google.com/document/d/1ajbV2zyu1Tj6h6LZNg1s1NvsUsQnNGX/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1ajbV2zyu1Tj6h6LZNg1s1NvsUsQnNGX/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Chemical processes, their rates, and energy changes can be understood in terms of the arrangement and energy of colliding particles and the subsequent rearrangements of atoms.	Use models to understand the effect of concentration, temperature, and surface area on frequency of collisions and subsequently rate. Describe the function of catalysts.	<b>S11.C.1.1</b> <b>3.2.C.A4</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.1 CHEM.B.2.1.2 CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions (d - Reaction Rates and Equilibrium)	Activation Bond energy Collision theory Energy Reaction rate	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	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.	Develop and use models to explain that atoms (and therefore mass) are conserved during a chemical reaction. Models can include computer models, ball and stick models, and drawings.	<b>3.2.10.A2</b> <b>3.2.C.A2</b> <b>3.2.10.A4</b> <b>3.2.C.A4</b> <b>3.2.C.B3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Balance Chemical properties Combustion Decomposition Double replacement Mole ratio Net ionic equations Physical properties Products Reactants Single replacement Synthesis Redox (reductio and oxidation)	Writing and Balancing Chemical Equations Types of Reactions Lab: Types of Reactions <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.10.A2</b> <a href="https://docs.google.com/document/d/14fIEIVy0YMHsZTDa06qYtvo_RkW6s/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/14fIEIVy0YMHsZTDa06qYtvo_RkW6s/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Develop a model for chemical systems to support/predict changes in reaction conditions limited to simple equilibrium reactions.	<b>3.2.10.A4</b> <b>3.2.C.A2</b> <b>3.2.C.A4</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Equilibrium Percent yield Le Chatelier's overlap Le Chatelier's principle	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwfMQigNZefZU/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHIEJ3j4IRlwUOHF2KOSIN/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbeiOyRD6yqnXYuwrF--bW/edit?usp=sharing&amp;ouid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuey Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Use system models (computers or drawings) to construct molecular level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.	<b>3.2.10.A4</b> <b>3.2.C.A4</b> <b>3.2.12.A5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Reaction Reverse	Energy Heat Enthalpy, Entropy, and Free Energy Reaction Rate Lab: Reaction Rate *Supplemental Resources	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.10.A4</b> <a href="https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwFMQigNZefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1GhjeEP-PwW3yXokxH_4XwFMQigNZefZU/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Nuclear processes, including fusion, fission, and radioactive decays involve changes in unstable nuclei. The total number of neutrons plus protons does not change in any nuclear process.	Construct models to explain changes in nuclei during the processes of fission, fusion, and radioactive decay and the subatomic interactions that determine nuclear stability.	<b>3.2.12.A2</b> <b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1	Nuclear chemistry	Alpha radiation Beta radiation Gamma radiation Nuclear fission Nuclear fusion Radioactivity Stable nuclei Unstable nuclei	Types of Radioactive Decay Balancing Nuclear Reactions Half-life Nuclear Fission and Nuclear Fusion *Supplemental Resources	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baaBpf170XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baaBpf170XuWoCaHLDnsBtngPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the maximum ages of rocks and other materials from the isotope ratios present.	Analyze and interpret data sets to determine the maximum age of samples (rocks, organic material) using the mathematical model of radioactive decay.	<b>3.2.12.A2</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Nuclear chemistry	Decay Half-Life Isotopes Radioactive	Types of Radioactive Decay Balancing Nuclear Reactions Half-life Nuclear Fission and Nuclear Fusion *Supplemental Resources	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.12.A2</b> <a href="https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1ibjv4p7gEyz-4k8lp8cax-Z-clkp8G3/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Acids and bases are identified by their characteristics and interactions. pH scale is a log scale that reflects the concentration of protons in a solution.	Using models, differentiate between acid and bases and acid-base systems. Determine neutralization point of a reaction. Determine pH of a solution. Show understanding of log scale.	<b>3.2.12.A</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Chemical Reactions (a - chemical reactions)	Acid Arrhenius Base Bronsted Lowry pH pH scale Proton Titration	Properties of Acids and Bases Arrhenius, Bronsted-Lowry, and Lewis Acids and Bases pH Lab: Measuring pH Neutralization Reactions *Supplemental Resources	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.12.A4</b> <a href="https://docs.google.com/document/d/1G-nCaKOnlxr2jbmF2jH9f_T4856oSDV/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1G-nCaKOnlxr2jbmF2jH9f_T4856oSDV/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions)	<b>3.2.C.A2</b> <b>3.2.C.A4</b> <b>3.4.12A (not listed in Plan Book)</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.5	Bonding Chemical Formulas Nomenclature Chemical Structures Molecular Models	Nomenclature IUPAC	Ionic Bonding Nomenclature of Ionic Compounds Covalent Bonding Nomenclature of Covalent Compounds Lab: Ionic and Covalent Bonds *Supplemental Resources	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>3.2.C.A2</b> <a href="https://docs.google.com/document/d/1BEclUxKkovDHEI3J4lRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1BEclUxKkovDHEI3J4lRlwUOHF2KOSIN/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a> <b>3.2.C.A4</b> <a href="https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true">https://docs.google.com/document/d/1fe2cimOPyrxbei0yRD6yqnXYuwrF--bW/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtfpof=true&amp;sd=true</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard <i>*red (standards not attached to Planbook lesson plan)</i>	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Utilize significant figures to communicate the precision in a quantitative observation. Accuracy discussion: Calculate error and percent error given experimental data and the accepted value.	<b>3.2.C.A3</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area		CHEM.A.1.1.3 CHEM.A.1.1.3	Science as Inquiry	Accuracy Error Figures Percent error Precision Significant	Scientific Methods Hypotheses, Laws, and Theories Scientific Notation and Significant Figures Using Math to Analyze Data <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>3.2.C.A3</b> <a href="https://docs.google.com/document/d/1a8r14baa8pfi70XuWoCaHLDnsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopof=true&amp;sd=true">https://docs.google.com/document/d/1a8r14baa8pfi70XuWoCaHLDnsBtqPy/edit?usp=sharing&amp;oid=111246668989945618463&amp;rtopof=true&amp;sd=true</a>

Grade	Big Idea	Declarative	Essential Questions	Quest	Concepts	Describe w	Competencies	Describe	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Openstax (Curriculum)	Study Island Topic (Supplemental)	Gizmo (Supplemental)	Edgenuity(Supplemental)	Vocabulary	Lesson Plan List	Additional Time Allotment (pts by An
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Compare cellular structure and their functions in prokaryotic and eukaryotic cells.	-Discover the meaning of Biology and	3.1.B.A13.1.B.A53.1.B.A4.1.A.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.1.1.1 Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms	Chapter 1. The Study of Life	Cell Structure & Organization	Cell Structure/Paramecium Homeost Characteristics of Life <a href="https://lesson">https://lesson</a>	Adaptations/Facilitator/Cell Structure	1 Bio Intro <a href="https://docs.google.com/">https://docs.google.com/</a>						
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Compare cellular structure and their functions in prokaryotic and eukaryotic cells.	-Compare and contrast organisms th	3.1.B.A13.1.B.A53.1.B.C24.1.A.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.1.2.1 Compare cellular structures and their functions in prokaryotic and eukaryotic cells.	4.1 Studying Cells 4.2 Prokaryotic Cells 4.3 Eukaryotic Cells 4.6 Connections between Cells and Cellular Activities	Cell Structure & Organization	Cell Structure	Prokaryotic and Eukaryotic Cells <a href="https://lesson">https://lesson</a>	Bacteria/Centriole/Centrosome/Cell w/ 37 Cell Structure <a href="https://docs.google.com/">https://docs.google.com/</a>	4.1.1A.1.2 Multiple Concepts/3.5					
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level.	-Compare and contrast organisms th	3.1.B.A13.1.B.A53.1.B.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.1.2.2 Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).	1.2 Themes and Concepts of Biology	Cell Structure & Organization	Cell Structure Microscope Activity	Body Organization and Homeostasis <a href="https://lesson">https://lesson</a>	Archaea/Biomol Nomenclature/Cell 1	1.1 Levels of Organization <a href="https://do">https://do</a>					
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Water is essential for life. Water molecules are responsible for many biological functions.	-Describe the importance of water to	3.1.B.A53.1.B.A84.2.5.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.1.1 Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion).	2.1 Atoms, Isotopes, Ions and Mole Organic Molecules and Water	Freezing Point of Salt Water/Phases	The Importance of Water <a href="https://lea">https://lea</a>	Water Cycle/Hydrogen Bond/Adhesion	18 Properties of Water <a href="https://docs">https://docs</a>						
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Describe the parts of an atom.-Differ	3.1.B.A73.1.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.2.1 Explain how carbon is uniquely suited to form biological macromolecules.	Chapter 2. The Chemical Foundation Organic Molecules and Water	Element Builder/Carbon Cycle	The Importance of Carbon <a href="https://le">https://le</a>	Atoms/Compound/Covalent Bond/Ele	16 Intro to Biochem <a href="https://docs.go">https://docs.go</a>						
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Describe how monomers are assem	3.1.B.A23.1.B.A73.1.C.A23.1.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.2.2 Describe how biological macromolecules form from monomers.	Chap 2.2 Water/Chap 2.3 Carbon/Ch Organic Molecules and Water	Identifying Nutrients	Carbohydrates <a href="https://lessondocs.e">https://lessondocs.e</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Describe how living things use the e	3.1.B.A23.1.B.A73.1.C.A23.1.C.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.2.3 Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms.	Chap 2.2 Water/Chap 2.3 Carbon/Ch Organic Molecules and Water	Identifying Nutrients	Carbohydrates <a href="https://lessondocs.e">https://lessondocs.e</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Describe the role enzymes play in bi	3.1.B.A23.1.B.A73.1.C.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.3.1 Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction.	Enzymes	Cell Energy Cycle	Catalysts <a href="https://lessondocs.edgem">https://lessondocs.edgem</a>	32 Proteins & Enzymes <a href="https://docs">https://docs</a>							
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Describe the role enzymes play in bi	3.1.B.A23.1.B.A73.1.C.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.2.3.2 Explain how factors such as pH, temperature, and concentration levels can affect enzyme function.	Enzymes	Cell Energy Cycle/Enzymes	Catalysts <a href="https://lessondocs.edgem">https://lessondocs.edgem</a>	32 Proteins & Enzymes <a href="https://docs">https://docs</a>							
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Photosynthesis is the process in which light energy is transformed into chemical energy; carbon dioxide and water react to form sugar and oxygen.	-Describe the function of the alternat	3.1.B.A23.1.C.A1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.3.1.1 Describe the fundamental roles of plastids (e.g., chloroplasts) and mitochondria in energy transformations.	7.1 Energy in Living Systems/7.2 Gly Cellular Energy	Photosynthesis Lab	Cellular Respiration <a href="https://lesson">https://lesson</a>	53 Intro to Cell Energy <a href="https://docs">https://docs</a>							
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Sugar molecules are carbohydrates with hydrocarbon backbones. These serve as the basis for amino acids and other larger organic molecules needed by the cell.	-Describe how living things convert s	3.1.B.A23.1.B.A53.1.C.A14.1.C.10.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.3.2.1 Compare the basic transformation of energy during photosynthesis and cellular respiration.	7.1 Energy in Living Systems/7.5 Met Cellular Energy	Photosynthesis HS Handbook/Photo Cellular Respiration <a href="https://lesson">https://lesson</a>	Acetic Acid/Acetyl CoA/Aerobic/Alcohol	1A3.1A3.2 Multiple Concepts/3 Weeks							
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Energy flows through systems by means of chemical reactions. Aerobic cellular respiration involves a series of chemical reactions in which energy in food molecules can be converted into a form that the cell can readily use for life functions.	-Describe the role of the chloroplast	3.1.B.A23.1.C.A13.1.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-GI-9-12.pdf	BIO.A.3.2.2 Describe the role of ATP in biochemical reactions.	7.5 Metabolism without Oxygen/7.6 C Cellular Energy	Photosynthesis HS Handbook/Cell Ty ATP <a href="https://lessondocs.edgenuity.com">https://lessondocs.edgenuity.com</a>		54 Photosynthesis Overview <a href="https://">https://</a>							

Grade	Big Idea	Declarative	Essential Questions	Quest	Concepts	Describe w	Competencies	Describe	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Openstax (Curriculum)	Study Island Topic (Supplemental)	Gizmo (Supplemental)	Edgenuity(Supplemental)	Vocabulary	Lesson Plan List	Additional Time Allotment (pts by An
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	-Apply the concept of homeostasis to	3.1.B.A23.1.B.A43.1.B.A53.1.B.A73	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.1 Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell.	5.1 Components and Structure 5.2 Passive Transport 5.3 Active Transport 5.4 Bulk Transport	Homeostasis & Transport	Osmosis	Cell Homeostasis <a href="https://lessondocs.com">https://lessondocs.com</a>							
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	-Apply the concept of homeostasis to	3.1.B.A43.1.B.A53.1.B.A73.2.C.A13	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.2 Compare the mechanisms that transport materials across the plasma membrane (i.e., passive transport—diffusion, osmosis, facilitated diffusion; and active transport—pumps, endocytosis, exocytosis).	5.1 Components and Structure 5.2 Passive Transport 5.3 Active Transport 5.4 Bulk Transport	Homeostasis & Transport	Osmosis	Cell Homeostasis <a href="https://lessondocs.com">https://lessondocs.com</a>							Homeostasis and Transport A4.1 A4.2
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	-Explain that nutrients, water, oxygen	3.1.B.A2 3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.3 Describe how membrane-bound cellular organelles (e.g., endoplasmic reticulum, Golgi apparatus) facilitate the transport of materials within a cell.	5.1 Components and Structures 5.2 P Homeostasis & Transport	Cell Structure	The Function of Organelles <a href="https://i/">https://i/</a>								Multiple Concepts 5 Weeks
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	-Apply the concept of homeostasis to	3.1.B.A5 3.1.B.A84.5.4.D4.2.4.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.2.1 Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation).	5.1 Components and Structures 5.2 P Homeostasis & Transport	Paramecium Homeostasis	Cell Homeostasis <a href="https://lessondocs.com">https://lessondocs.com</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Mitosis is the process in which individual cells multiply, which allows multicellular organisms to grow. Both daughter cells receive identical genetic information from the original parent cell.	-Describe interphase and the differ	3.1.B.A4 3.1.B.A53.1.B.B23.1.B.B33	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, nuclear division (i.e., mitosis or meiosis), cytokinesis.	10.1 Cell Division 10.2 The Cell Cycle Cell Growth & Reproduction	Cell Division	Cell Cycle <a href="https://lessondocs.com">https://lessondocs.com</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Mitosis is the process in which individual cells multiply, which allows multicellular organisms to grow. Both daughter cells receive identical genetic information from the original parent cell.	-Compare and contrast the function	3.1.B.A4 3.1.B.A53.1.B.B23.1.B.B33	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.1.1.2 Compare the processes and outcomes of mitotic and meiotic nuclear divisions.	11.1 The Process of Meiosis 11.2 Sex Cell Growth & Reproduction	Cell Division	Mitosis <a href="https://lessondocs.com">https://lessondocs.com</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	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.	-Apply base-pairing rules to explain	3.1.B.B13.1.B.B33.1.B.B53.1.B.C23	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.1.2.1 Describe how the process of DNA replication results in the transmission and/or conservation of genetic information.	12.1 Mendel's Experiments and the Laws of Probability 12.2 Characteristics and Traits 12.3 Laws of Inheritance 13.1 Chromosomal Theory and Genetic Linkage 13.2 Chromosomal Basis of Inherited Disorders 14.1 Historical Basis of Modern Genetics	DNA & Genetics	Building DNA and Protein Synthesis Genetic Code <a href="https://lessondocs.com">https://lessondocs.com</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming specific characteristics are carried in DNA.	-Apply base-pairing rules to explain	3.1.B.B13.1.B.B23.1.B.B33.1.B.B53	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.1.2.2 Explain the functional relationships between DNA, genes, alleles, and chromosomes and their roles in inheritance.	12.1 Mendel's Experiments and the Laws of Probability 12.2 Characteristics and Traits 12.3 Laws of Inheritance 13.1 Chromosomal Theory and Genetic Linkage 13.2 Chromosomal Basis of Inherited Disorders 14.1 Historical Basis of Modern Genetics	DNA & Genetics	Hardy-Weinberg Equilibrium Introduction to Genetics <a href="https://i/">https://i/</a>								
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Environmental factors also affect expression of traits, and hence affect the probability of occurrence of traits in a population.	-Compare and contrast the concepts	3.1.B.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.2.1.1 Describe and/or predict observed patterns of inheritance (i.e., dominant, recessive, codominance, incomplete dominance, sex-linked, polygenic, and multiple alleles).	12.1 Mendel's Experiments and the Laws of Probability 12.2 Characteristics and Traits 12.3 Laws of Inheritance	Heredity	Mouse Genetics (One Trait) Mouse G Non-Mendelian Inheritance <a href="https://i/">https://i/</a>								87 Mendel Genetics Intro <a href="https://i/">https://i/</a>
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Although DNA replication is tightly regulated and remarkably accurate, errors do occur and results in mutations, which are also a source of genetic variation.	-Compare and contrast the concepts	3.1.B.B13.1.B.B23.1.B.B33.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.2.1.2 Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, non-reciprocal exchange, duplication, translocation, deletion, insertion, and inversion).	12.1 Mendel's Experiments and the Laws of Probability 12.2 Characteristics and Traits 12.3 Laws of Inheritance	Mutation & Genetic Variability	Human Karyotyping Chromosomal Changes <a href="https://i/">https://i/</a>								87 Mendel Genetics Intro <a href="https://i/">https://i/</a>
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How do organisms live, grow, respond to their environment, and reproduce?	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.	-Explain how the flow of genetic info	3.1.B.B13.1.B.B33.1.B.B53.1.C.B33	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.2.2.1 Describe how the processes of transcription and translation are similar in all organisms.	Chap 15 - Genes and Proteins Chap DNA & Genetics	DNA & Genetics	Building DNA and Protein Synthesis Protein Synthesis <a href="https://i/">https://i/</a>								
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	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.	-Explain how the flow of genetic info	3.1.B.A53.1.B.B33.1.B.B53.1.C.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		BIO.B.2.2.2 Describe the role of ribosomes, endoplasmic reticulum, Golgi apparatus, and the nucleus in the production of specific types of proteins.	Chap 15 - Genes and Proteins Chap DNA & Genetics	Cell Structure	Protein Synthesis <a href="https://i/">https://i/</a>								

Grade	Big Idea	Declarative	Essential Questions	Quest	Concepts	Describe w	Competencies	Describe	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Openstax (Curriculum)	Study Island Topic (Supplemental)	Gizmo (Supplemental)	Edgenuity(Supplemental)	Vocabulary	Lesson Plan List	Additional Time Allotment (pts by An
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.		How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?		Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation.		-Show how new combinations of gen		3.1.B.B13.1.B.B33.1.B.C23.1.C.B33	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails) with visual support. Proficiency Level 2: Emerging: 16.4.9-12.2R Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails) with visual support. Proficiency Level 2: Emerging: 16.4.9-12.2R	BIO.B.2.3.1 Describe how genetic mutations alter the DNA sequence and may or may not affect phenotype (e.g., silent, nonsense, frame-shift).	13.1 Chromosomal Theory and Gene Mutations & Genetic Variability	Human Karyotyping	DNA Mutations <a href="https://essondoc.com">https://essondoc.com</a>	Crossing-over/Deletion Duplication G 121 Pedigrees <a href="https://docs.google.com">https://docs.google.com</a>			
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.		How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?		Environmental factors can also cause mutations in genes, and viable mutations are inherited.		-Extract DNA from the fruit of a straw		3.1.B.B44.7.A.4.10.A4.4.12.A4.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails) with visual support. Proficiency Level 2: Emerging: 16.4.9-12.2R	BIO.B.2.4.1 Explain how genetic engineering has impacted the fields of medicine, forensics, and agriculture (e.g., selective breeding, gene splicing, cloning, genetically modified organisms, gene therapy).	14.1 Historical Basis of Modern Under Biotechnology	Evolution: Natural and Artificial Selection Applications of DNA Technology <a href="https://docs.google.com">https://docs.google.com</a>	Central Dogma/DNA sequence/Gen 1 108 DNA Lab <a href="https://docs.google.com">https://docs.google.com</a>				
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.		-Explain that a population is a spatial		3.1.B.C1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth, raccoons) Proficiency Level 2: Emerging: 16.4.9-12.2S	BIO.B.3.1.1 Explain how natural selection can impact allele frequencies of a population.	18.1 Understanding Evolution 18.2 Formation of New Species 18.3 Recombination and Speciation Rates	Mechanisms of Evolution	Evolution: Natural and Artificial Selection Darwin's Theory <a href="https://essondoc.com">https://essondoc.com</a>	79 Evolution <a href="https://docs.google.com">https://docs.google.com</a>			
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Differential survival and reproduction of organisms in a population that have advantageous heritable traits lead to an increase in future generations having the desired trait(s).		-Explain the two main types of spec		3.1.B.C13.1.B.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth, raccoons) Proficiency Level 2: Emerging: 16.4.9-12.2S	BIO.B.3.1.2 Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration)	18.1 Population Evolution 19.2 Population Genetics 19.3 Adaptive Evolution	Mechanisms of Evolution	Rainfall and Bird Beaks <a href="https://ess.com">https://ess.com</a>	Biogeographic Isolation <a href="https://ess.com">https://ess.com</a>	134 Mechanisms of Evolution <a href="https://ess.com">https://ess.com</a>		
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Natural selection occurs only if there is both a variation in the genetic information between organisms in a population and a variation in the expression of that genetic information (trait variation) that leads to differences in performance among individuals.		-Explain that evolution is the genetic		3.1.B.C13.1.B.B1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth, raccoons) Proficiency Level 2: Emerging: 16.4.9-12.2S	BIO.B.3.1.3 Explain how genetic mutations may result in genotypic and phenotypic variations within a population.	18.1 Understanding Evolution 18.2 Formation of New Species 18.3 Recombination and Speciation Rates	Mechanisms of Evolution	Rainfall and Bird Beaks <a href="https://ess.com">https://ess.com</a>	DNA Mutations <a href="https://essondoc.com">https://essondoc.com</a>	Competition/Cooperation/Evolution/Gen 132 Mechanisms of Evolution <a href="https://ess.com">https://ess.com</a>	3.1.B3.2.B3.3 Multiple Concepts/4.0 W	
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.		-Build and analyze phylogenetic tree		3.1.B.C13.1.B.C3.1.B.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth, raccoons) Proficiency Level 2: Emerging: 16.4.9-12.2S	BIO.B.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, physiological, embryological, biochemical, and universal genetic code)	19.1 Population Evolution 19.2 Population Genetics 19.3 Adaptive Evolution 20.1 Organizing Life on Earth 20.2 Determining Evolutionary Relationships 20.3 Perspectives on the Phylogenetic Tree	Theory of Evolution	Human Evolution - Skull Analysis <a href="https://ess.com">https://ess.com</a>	Biological Evidence and the Fossil Record Absolute Dating/Adapted/Analogous s 79A Evolution Lab <a href="https://docs.google.com">https://docs.google.com</a>			
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.		-Become familiar with the history of s		3.1.B.A9	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth, raccoons) Proficiency Level 2: Emerging: 16.4.9-12.2S	BIO.B.3.3.1 Distinguish between the scientific terms: hypothesis, inference, law, theory, principle, fact, and observation	1.1 The Science of Biology/4.1 Study Nature of Science Scientific Inquiry	Effect of Environment on New Life Form Hypothesis, Theories, and Laws <a href="https://docs.google.com">https://docs.google.com</a>	Abiotic/Diaphragm/Hypothesis/Law/Org 5 Nature of Science <a href="https://docs.google.com">https://docs.google.com</a>				
9-12	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?		Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support.		-Give examples of the natural world,		4.1.4.A4.1.10.A4.4.6.A4.5.3.D.1.7.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).	44.1 The Scope of Ecology/4.2 Blog Ecosystems & Biomes	Forest Ecosystem/Pond Ecosystem/P Organizational Hierarchy <a href="https://ess.com">https://ess.com</a>	144 Intro to Ecology <a href="https://docs.google.com">https://docs.google.com</a>				
9-12	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?		Matter found in organisms is cycled through food webs, as well as the atmosphere and geosphere through biogeochemical cycles.		-Give examples of the natural world,		4.1.7.A4.1.4.B4.1.4.C4.4.3.A.1.3.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.1 Describe characteristic biotic and abiotic components of aquatic and terrestrial ecosystems.	44.1 The Scope of Ecology/4.2 Blog Ecosystems & Biomes	Coral Reefs 1 - Abiotic Factors/Coral 1 Populations and the Environment <a href="https://ess.com">https://ess.com</a>	144 Intro to Ecology <a href="https://docs.google.com">https://docs.google.com</a>				
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How and why do organisms interact with their environment and what are the effects of these interactions?		Matter is transferred through organisms in an ecosystem, some is stored, but most is lost.		-Describe how matter and energy flow		4.1.A.C4.1.7.C4.1.10.C4.1.12.C4.1.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.2 Describe how energy flows through an ecosystem (e.g., food chains, food webs, energy pyramids).	46.1 Ecology of Ecosystems/46.2 Energy Flow in Ecosystems	Food Chain <a href="https://ess.com">https://ess.com</a>	Energy Flow in Ecosystems <a href="https://ess.com">https://ess.com</a>	Producers/Autotrophs/Consumer/Herb 147 Energy Flow <a href="https://docs.google.com">https://docs.google.com</a>			
9-12	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?		Competition among species is important for the matter and energy needed for life.		-Describe biotic interactions in an ec		4.1.7.A4.1.10.A4.5.3.D.4.5.6.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.2 Describe biotic interactions in an ecosystem (e.g., competition, predation, symbiosis).	45.1 Population Demography/45.2 L Organism Interactions & Population Dynamics	Forest Ecosystem/Microevolution/Pon Relationships Among Organisms <a href="https://ess.com">https://ess.com</a>	Commensalism/Competition/Cooperat 150 Organisms Interactions <a href="https://ess.com">https://ess.com</a>	B4.2 Multiple Concepts/4.5 Weeks			
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How and why do organisms interact with their environment and what are the effects of these interactions?		Photosynthesis and cellular respiration are important components of the carbon cycle.		-Interpret a diagram of the nitrogen,		4.1.4.B4.1.7.B4.2.5.A4.2.7.A.3.1.2.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.3 Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle).	46.3 Biogeochemical Cycles	Earth's Cycles	Carbon Cycle/Water Cycle <a href="https://ess.com">https://ess.com</a>	The Cycles of Matter <a href="https://essondoc.com">https://essondoc.com</a>	Carbon Cycle/Nitrogen Cycle/Water C 152 Earth Cycles <a href="https://docs.google.com">https://docs.google.com</a>		

Grade	Big Idea	Declarative	Essential Questions	Quest	Concepts	Describe w	Competencies	Describe	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Openstax (Curriculum)	Study Island Topic (Supplemental)	Gizmo (Supplemental)	Edgenuity(Supplemental)	Vocabulary	Lesson Plan List	otional Time Allotment (pts by An
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Changes to the physical world from both naturally occurring and human generated events can cause adverse effects on biodiversity.		-Differentiate between types of succe	4.1.10.A.4.1.10.B.4.1.12.A.4.1.4.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires).	45.1 Population Demography45.2 Li	Environmental Change	Greenhouse EffectWater Pollution		Human Impact on the Environment	BiodiversityClimax communityInvasiv	153 Succession Game <a href="https://docs">https://docs</a>	
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.		How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?		Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Biological extinction is a critical factor reducing natural resources for future generations.		-Explain 4 ways organisms interact ir	4.1.4.A4.1.10.A4.1.12.A4.1.7.E4.1.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2: Emerging: 16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships	BIO.B.4.2.5 Describe the effects of limiting factors on population dynamics and potential species extinction.	45.1 Population Demography45.2 Li	Organism Interactions & Population Dynamics	Forest EcosystemPond EcosystemPi		Population Growth <a href="https://lessondo">https://lessondo</a>	CompetitionCooperationLimiting fact	150 Organisms Interactions <a href="https://">https://</a>	

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Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	genuity(Curriculum) izmo (Supplemental)	ly Island(Supplement	Vocabulary	Modifications(Spl	Instructional Time Allotment (pts by Anchor)	Lesson Plan List
9-12				-Become familiar with the history of scientific thought	3.1.B.A9	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO B.3.3.1 Distinguish Hypothesis, Theories, Effect of Environment	Nature of Science		HypothesisScientific fa	Frequent check-ins for	Science As Inquiry	Nature of Science https://docs.google.com/document/d/1LEg9Rry-5TBnFoWBK12usvnhScreen Time - Scientific Method https://docs.google.com/document/d/1sGr-1a7eQwiiEj2IHk1aCChemical Bonding and Begin Water https://docs.google.com/document/d/1y8_B4A1YSQ2mFmFvafPeriodic Table and Chemical Bonds https://docs.google.com/document/d/1zzvFGf3lITh8a7RnfuCGPeriodic Table and Chemical Bonds https://docs.google.com/document/d/1zZFQf3lITh8a7RnfuCGInvestigating Biological Compounds LAB https://docs.google.com/document/d/1Y2HdMREfoVTHuQs16TV2lrStructure and Function https://docs.google.com/document/d/1ndgSKUosBGFm776vBmStructure and Function https://docs.google.com/document/d/1MBV9jR1-Cell Membrane and Passive Transport https://docs.google.com/document/d/1MBV9jR1-Cell Membrane and Passive Transport https://docs.google.com/document/d/1MBV9jR1-
9-12				-Understand the difference between a article for proper use of the scientific method	3.1.B.A9	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO B.3.3.1 Distinguish Hypothesis, Theories, Effect of Environment	Scientific Inquiry		Controlled variableExc	Activating prior knowle	Timeframe: Integrated throughout the semester.	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Describe the unique properties of water and how these properties support life on Earth	3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.1.1 Describe t	The Importance of Wa	Freezing Point of Salt ' Organic Molecules and Water		Activating prior knowle		
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Use a model to illustrate how cells use Carbon, Hydrogen, Oxygen, Nitrogen and Sulfur to	3.1.B.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.2.1 Explain hc	The Importance of Car	Element BuilderCarbo Organic Molecules and Amino acid Biological		Activating prior knowle		
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Describe how biological macromolecules form from monomers	3.1.B.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.2.2 Describe t	Carbohydrates	https:// Identifying Nutrients	Organic Molecules and Amino acid Biological	Activating prior knowle	The Chemical Basis for Life	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in Use a model to	3.1.B.A8	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1L Match pictures of water	BIO.A.2.2.3 Compare t	Carbohydrates	https:// Identifying Nutrients	Organic Molecules and Amino acid Biological	Active supervision duri	A2.1 A2.2 A2.3	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Use a model to illustrate how cells use Carbon, Hydrogen, Oxygen, Nitrogen and Sulfur to	3.1.B.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.3.1 Describe t	Catalysts	https://lessc Cell Energy Cycle	Enzymes	Amino acid Biological	Active supervision duri	5 Weeks
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels	Explain how factors such as Ph, temperature, and concentration levels can affect enzyme	3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.3.2 Explain hc	Catalysts	https://lessc Cell Energy CycleEnz Enzymes	Enzymes	Amino acid Biological	Active supervision duri	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Compare cellular structure and their functions in prokaryote and eukaryote cells	Create a model to explain, compare and contrast the structure and function of prokaryote and eukaryote cells	3.1.B.A1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.1.1.1 Describe t	Characteristics of Life	Cell StructureParamec Cell Structure and Org EukaryoteProkaryote	Articulating a task/rest:		Basic Biological Principles	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Multicellular organisms have a hierarchical structural organization, in which and one system is	Formulate scientific explanations through models to explain the hierarchical organization of	3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.1.2.1 Compare t	Prokaryotic and Eukar	Cell Structure	Cell Structure and Org CellsEndoplasmicEuk:	Articulating a task/rest:	A1.1 A1.2	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Tissues and organs are produced by cellular division and differentiation, and they work together to	Use a model to describe the role of cellular division and differentiation to produce and maintain	3.1.B.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.1.2.2 Describe t	Body Organization and	Cell Structure	Cell Structure and Org Cellular divisionDiffere	Articulating a task/rest:	Multiple Concepts	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	Construct a model to illustrate the similarities and differences between active and passive	3.1.B.A4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.1 Describe t	Cell Homeostasis	htt Cell StructureVirus Lyt Homeostasis and Trar	Active transportAdhesi	Breakout room useCal	Homeostasis and Transport	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	Compare the mechanisms that transport materials across the plasma membrane	3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.2 Compare t	Cell Homeostasis	htt Osmosis	Homeostasis and Transport	Breakout room useCal	A4.1 A4.2	
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and All organisms are made of cells and can be characterized by common aspects of their structure and	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	Describe how membrane-bound cellular organelles facilitate the transport of cellular materials	3.1.B.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to	BIO.A.4.1.3 Describe t	The Function of Organ	Cell Structure	Homeostasis and Transport	Breakout room useCal	Multiple Concepts	





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Grade	Big Idea	Essential Questions	Concepts	Competencies	SAS Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	dgenuity(Curriculum) izmo (Supplemental) Jy Island(Supplement	Vocabulary	Modifications(Spl	Instructional Time Allotment (pts by Anchor)	Lesson Plan List	
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources	How and why do organisms interact with their environment and what are the effects of these	How and why do organisms interact with their environment and what are the effects of these	Significant changes in conditions or population sizes may affect the functioning of ecosystem's	4.2.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.2 Describe t Relationships Among ( Forest Ecosystem Pon	Organism Interactions	Abiotic Biotic Commun	Articulating a task/rest	B4.1 B4.2	Ecology Project <a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project	
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources	How and why do organisms interact with their environment and what are the effects of these	How and why do organisms interact with their environment and what are the effects of these	Significant changes in conditions or population sizes may affect the functioning of ecosystem's	4.1.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.5 Describe t Population Growth	htl Forest EcosystemPoni	Organism Interactions	Abiotic Biotic Commun	Articulating a task/rest	Multiple Concepts	<a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for	How can there be so many similarities among organisms yet so many different kinds of plants	Biodiversity is increased by the formation of new species (speciation) and decreased by the	ecosystems	4.1.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.5 Describe t Population Growth	htl Forest EcosystemPoni	Organism Interactions	Biological extinction Ci	Articulating a task/rest	4.5 Weeks	<a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources	How and why do organisms interact with their environment and what are the effects of these	How and why do organisms interact with their environment and what are the effects of these	Use models to explain the roles of photosynthesis and cellular respiration in the carbon cycle	3.1.B.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.3 Describe t The Cycles of Matter	Water CycleCarbon C; Earth's Cycles	Biological processes B	Articulating a task/rest		<a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project	
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for	How can there be so many similarities among organisms yet so many different kinds of plants	Changes to the physical world from both naturally occurring and human generated events can	ecosystems	4.1.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.4 Describe t Human Impact on the	Greenhouse EffectWa	Environmental Chang; Invasive species Non-i	Articulating a task/rest		<a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project	
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources	How and why do organisms interact with their environment and what are the effects of these	How and why do organisms interact with their environment and what are the effects of these	Construct arguments from evidence about the effects of natural and human disturbances and	4.1.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.4 Describe t Human Impact on the	Greenhouse EffectWa	Environmental Chang; Endemic species Four	Articulating a task/rest		<a href="https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av">https://docs.google.com/document/d/15p1Y4czq8bm3m0VOCW7vixXPieXP7IiV7c2av</a> Ecology Project	

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SsEd: FLL - Enrichment)	Sample Lesson Plans
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The Milky Way Galaxy consists of more than two hundred billion stars, the sun being one of them, and is one of hundreds of billions of galaxies in the known universe.	Use models to describe the sun's place in space in relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Clusters Galaxy Model Star Universe	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specificity	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Models of the formation and structure of the universe have changed over time as technologies have become more advanced and the accuracy of our data has increased.	Compare time periods in history, the technology available at that time and the resulting model of the organization of our solar system. (e.g. – Early Greeks used purely observational data resulting in a geocentric model). Compare and contrast how a number of different factors, such as	3.3.10.B Compare and contrast how the use of technology involves weighing the trade-offs between the positive and negative effects. Demonstrate how humans devise technologies to reduce the negative consequences of other technologies. Compare and contrast how a number of different factors, such as	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Geocentric Heliocentric Model Planet Theory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars Star Systems and Galaxies The Sun	Please refer to the lesson plans for specificity	3.4.10.8 <a href="https://drive.google.com/file/d/1bTghsDz220T69dK3cMo654CTr5G-Xu/view?usp=sharing">https://drive.google.com/file/d/1bTghsDz220T69dK3cMo654CTr5G-Xu/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The Milky Way Galaxy consists of more than two hundred billion stars, the sun being one of them, and is one of hundreds of billions of galaxies in the known universe.	Use data about the expansion, scale and age of the universe to explain the Big Bang Theory as a model for the origin of the Universe.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Clusters Galaxy Light year Model Theory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specificity	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	There are multiple sources of evidence for the Big Bang theory including the measurement of red shift, the amount of hydrogen and helium in the universe, and the cosmic microwave background radiation that fills the universe.	Construct explanations based on observable astronomical data as empirical evidence for the Big Bang theory.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Blue shift cosmic microwave background radiation Electromagnetic spectrum Non-solar gases Red shift stellar spectra	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specificity	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The compositions and masses of stars determine their life cycle.	Compare and contrast the life cycles of stars of different masses and compositions, including our sun.	3.3.12.A1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Black hole Dwarf HR diagram Main sequence Nebula Neutron star Nova Protostar Red giant Supernova	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specificity	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The compositions and masses of stars determine their life cycle.	Develop a model of how the competing forces of gravity and thermal expansion effect a star's density throughout its life cycle.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Density Gravity Thermal expansion	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specificity	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The brightness and magnitude of a star are determined by mass, temperature and distance from the observer.	Use observational data to construct an explanation of a star's apparent (relative) magnitude based on its distance from the observer and its mass.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Absolute magnitude Apparent (relative) magnitude	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specificity	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Nuclear fusion within stars produces all atomic nuclei lighter than and including iron. Heavier elements are produced and distributed through supernovae.	Describe the mechanism by which heavier and heavier elements are produced within a star's core throughout its life cycle.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Nuclear fusion Nuclei Supernova	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specificity	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The study of a star's spectra is used to identify compositional elements of a star.	Use observational data to describe the composition of stars.	SCALE AND MEASUREMENT Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected, or absorbed by stars and other objects. CONSTANT AND CHANGE Describe changes in the universe over billions of years. SCALE AND MEASUREMENT Explain the scale used to measure the sizes of stars and galaxies and the distances between them.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Spectra	The Sun Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specificity	3.3.10.B2 <a href="https://drive.google.com/file/d/1y0ejm44nVw_P8nM9FwrKEMUw3VnmHg/VieW?usp=sharing">https://drive.google.com/file/d/1y0ejm44nVw_P8nM9FwrKEMUw3VnmHg/VieW?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Kepler's laws describe the motions of orbiting objects, including their elliptical paths around the Sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.	Use mathematical and computational representations of human-made and solar system objects in order to describe their motions and predict their trajectories and/or collisions.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.  3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elliptical Kepler's laws Satellite Trajectory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars The Solar System Planets Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer	Please refer to the lesson plans for specificity	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>  3.3.12.A1 <a href="https://drive.google.com/file/d/1cZTABC2lwK6y4Gn4g9BwXqHONwV3U/view?usp=sharing">https://drive.google.com/file/d/1cZTABC2lwK6y4Gn4g9BwXqHONwV3U/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Radioactive dating can be used to determine the ages of rocks and other materials from the isotopes that are present. These data can be used to help determine the geologic time scale.	Analyze actual or simulated isotope ratios within earth materials to make valid and reliable scientific claims about the planet's age; the ages of earth events and rocks; and the overall time scale of earth's history. (Consider the incomplete nature of the Earth's rock record when analyzing and interpreting the events of Earth's distant past.)	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's surface. Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Geologic time scale Half-life Isotope Radioactive (radiometric) dating	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust	Please refer to the lesson plans for specificity	3.3.12.A1 <a href="https://drive.google.com/file/d/1cZTABC2lwK6y4Gn4g9BwXqHONwV3U/view?usp=sharing">https://drive.google.com/file/d/1cZTABC2lwK6y4Gn4g9BwXqHONwV3U/view?usp=sharing</a>  3.3.10.A1 <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXEP1M60G9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXEP1M60G9-qDrIKs/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SsEd: FL - Enrichment)	Sample Lesson Plans
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Plate tectonics is the unifying theory that explains the geologic movements of the Earth.	Develop a three dimensional model to illustrate how Earth's internal and surface processes operate to form continental and ocean floor features.	3.3.10.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Asthenosphere Conduction Convection Convergence Crust Density Earthquake Erosion Hot spot Inner core Lithosphere Mantle Mid-Ocean ridge Mountain-building Outer core Pangaea Plate boundaries rift Rock cycle Seafloor spreading Subduction zone Topography Transform Volcano	Continental Drift Plate Tectonics Characteristic of the Seafloor Forces in Earth's Crust Lab: Plate Boundaries and Movement Earthquakes Volcanoes Rocks and Rock Cycle Igneous Rocks Sedimentary Rocks Metamorphic Rocks Cycles of Matter	Please refer to the lesson plans for specification	<b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Plate tectonics is the unifying theory that explains the geologic movements of the Earth.	Incorporate a variety of data including geological evidence from maps and representations of current plate motions to predict future plate motions.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Mantle Convection Convergent Divergent Transform Sea-floor spreading Mid-ocean ridge Mountain-building	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.	Use a model for Earth's interior including the mechanisms of thermal convection to support the explanation for the cycling of matter within the Earth.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  <b>3.3.12.A3</b> Describe the absolute and relative dating methods used to measure geologic time, such as index fossils, radioactive dating, law of superposition, and crosscutting relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Cycling of matter Geochemical cycle Isotopes Mantle Plate Tectonics Radioactive decay Thermal convection Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.12.A3 - Needs tagged to lesson plan in Planbook</b>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	In addition to studying the early rock record, scientists can also learn about early Earth by studying objects in the solar system such as lunar rocks, asteroids, comets, and meteorites, which have changed little over time.	Construct an account of Earth's formation and early history (e.g. – origin of oceanic and atmospheric components) from evidence acquired from the study of ancient Earth materials and objects in our solar system.	<b>3.3.12.A3</b> Describe the absolute and relative dating methods used to measure geologic time, such as index fossils, radioactive dating, law of superposition, and crosscutting relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Asteroid Comet Geology Meteorite Volcanic activity	Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.12.A3 - Needs tagged to lesson plan in Planbook</b>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Continental rocks, which can be older than 4 billion years, are generally much older than rocks on the ocean floor, which are less than 200 million years old.	Construct explanations using the theory of plate tectonics for patterns in the general trends of the ages of both continental and oceanic crust.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's surface. Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Explain geochronology to the conservation of matter. <b>Relate how the Earth is composed of a number of dynamic, interacting</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Basalt Continental crust Granite Igneous Mantle Metamorphic Mid-ocean ridge Mountain-building Oceanic crust Paleo-magnetism Plate tectonics Rock cycle Sea-floor spreading Sedimentary Subduction	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Our model of Earth includes a hot but solid inner core, a liquid outer core, a plastic mantle, and a solid crust.	Integrate evidence from seismic waves, reconstructions of Earth's magnetic field and states of matter to map the boundaries of the internal structure of the Earth.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Inner core Liquid Magnetic field Mantle Outer core Plasticity Seismic waves Solid	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2lwFk6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual coevolution of Earth's surface and its organisms.	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on earth.	3.3.10.A3 Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.  BIO.8.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	BIO.8.3.2.1	N/A	Atmosphere Biosphere Fossil Geosphere Hydrosphere Lithosphere	Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.10.A3</b> <a href="https://drive.google.com/file/d/10FheKwze6kL119Qcv3afW5buzb8miqk/view?usp=sharing">https://drive.google.com/file/d/10FheKwze6kL119Qcv3afW5buzb8miqk/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SnEd: FI - Enrichment)	Sample Lesson Plans
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Biogeochemical cycles provide Earth's interconnected systems with a flow of energy and cycling of matter.	Develop qualitative models to describe biogeochemical cycles among the hydrosphere, atmosphere, geosphere, and biosphere.	3.3.10.A2 Analyze the effects on the environment and the carbon cycle of using both renewable and nonrenewable sources of energy. 3.3.10.A3 Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere. 3.3.10.A4 Relate biogeochemical cycles to conservation of matter. Explain how the Earth's systems and its various cycles are driven by energy. 3.3.10.A5 Explain how there is only one ocean.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	BIO.8.4.2.3	N/A	Atmosphere Biosphere Carbon cycle Chemical properties Geosphere Hydrosphere Nitrogen cycle Water (hydrologic) cycle Geologic Time Phosphorous cycle Photosynthesis Physical properties	Cycles of Matter Energy on Earth Land Resources Air Resources Water Resources Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating Geologic Time Spheres of Earth Populations and the Environment Continental Drift Plate Tectonics Weathering and Soil	Please refer to the lesson plans for spec	3.3.10.A2 <a href="https://drive.google.com/file/d/1CNuE85M2L2C0yGdG7_6eH-ugP1rc/view?usp=sharing">https://drive.google.com/file/d/1CNuE85M2L2C0yGdG7_6eH-ugP1rc/view?usp=sharing</a> 3.3.10.A3 <a href="https://drive.google.com/file/d/10FheWze6K1L19Qv3JfVWSu2b0mqlq/View?usp=sharing">https://drive.google.com/file/d/10FheWze6K1L19Qv3JfVWSu2b0mqlq/View?usp=sharing</a> 3.3.10.A4 <a href="https://drive.google.com/file/d/1IKWxeGyU66q8hNz2b1AMc07P_MRRXXM/View?usp=sharing">https://drive.google.com/file/d/1IKWxeGyU66q8hNz2b1AMc07P_MRRXXM/View?usp=sharing</a> 3.3.10.A5 <a href="https://drive.google.com/file/d/1_Qh4BwHfAlBhXgPdeVg9E49K5jFVKV/View?usp=sharing">https://drive.google.com/file/d/1_Qh4BwHfAlBhXgPdeVg9E49K5jFVKV/View?usp=sharing</a> 3.3.12.A5 - Needs tagged to lesson plan in Planbook Bio Standards - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Earth's climate depends on the sun's output of electromagnetic radiation, as well as that energy's reflection, absorption and re-radiation by various Earth systems and types of surfaces.	Use models of the flow of energy between the sun and Earth's atmosphere, ocean and land to support explanations of how Earth's radiative energy balance is affected by the absorption and retention of heat in Earth's atmosphere.	3.3.12.A6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Absorption Atmosphere Biosphere Climate Electromagnetic radiation Equilibrium Geosphere Hydrosphere Radiation Re-radiation Reflection	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water Climate Change	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Climate changes happen on various time scales (e.g. - sun's energy output, Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and/or human activities).	Use data to graphically represent and draw conclusions about the causes and effects of climate change over 10-100s years, 1,000s-10,000s years, and 100,000s-1,000,000s.	3.3.12.A6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Climate change Global warming	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water Climate Change	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Climate changes happen on various time scales (e.g. - sun's energy output, Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and/or human activities).	Use geoscience data and the results from global climate models to make evidence-based forecasts of climate change.	3.3.12.A.6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Climate change Climate models El Nino Global warming Greenhouse gases La Nina Meteorology	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Resource availability has influenced the development of human society.	Evaluate the impact of the availability of renewable and nonrenewable resources on the development of a civilization.	3.3.12.A2 Analyze the availability, location, and extraction of Earth's resources. Evaluate the impact of using renewable and nonrenewable energy resources on the Earth's system.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Biofuels Civilization Nonrenewable Renewable Resources Society Minerals trench	Energy on Earth Land Resources Air Resources Water Resources Human Impact on Resources Lab: Effects of Human Activity on Freshwater Resources	Please refer to the lesson plans for spec	3.3.12.A2 - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	The extraction of resources and production of energy have benefits and risks.	Evaluate the impact on Earth's systems of using renewable and nonrenewable resources.	3.3.12.A2 Analyze the availability, location, and extraction of Earth's resources. Evaluate the impact of using renewable and nonrenewable energy resources on the Earth's system. 3.3.10.A7 SCALE MODELS Interpret and create models of the Earth's physical features in various mapping representations. CONSTANCY AND CHANGE Relate constancy and change to the hydrologic and geochemical cycles. SCALE Apply an appropriate scale to illustrate major events throughout geologic time. CONSTANCY/CHANGE Describe factors that contribute to global climate change. 3.3.12.A7 MODELS Interpret and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate Earth systems and their interconnections. CONSTANCY/CHANGE	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	Bio.8.4.1.1. Bio.8.4.2.3 Bio.8.4.2.4 Bio.8.4.2.5	N/A	Benefit Biogeochemical cycles Biome Biosphere Carrying capacity Community Consumption Cost Desertification Earth system Ecology Economic Ecosystem Environment Extinction Geopolitical Habitat Nonrenewable Pollution Population Renewable Risk Species Sustainability System Temperature	Energy on Earth Land Resources Air Resources Water Resources Human Impact on Resources Lab: Effects of Human Activity on Freshwater Resources Landforms Models of Earth Topographic Maps Cycles of Matter Relative Dating Absolute Dating Lab: Relative and Absolute Dating Geologic Time Factors that Affect Climate Change Lab: Absorption and Radiation by Land and Water Earth's Climate History Climate Change	Please refer to the lesson plans for spec	3.3.12.A2 - Needs tagged to lesson plan in Planbook 3.3.12.A7 - Needs tagged to lesson plan in Planbook 4.1.12.B - Needs tagged to lesson plan in Planbook 4.1.12.C - Needs tagged to lesson plan in Planbook 4.3.12.A - Needs tagged to lesson plan in Planbook 4.3.12.B - Needs tagged to lesson plan in Planbook 3.3.10.A7 <a href="https://drive.google.com/file/d/1PdE5DHmgZsu4A6fN6HDWfj4D1cm/view?usp=sharing">https://drive.google.com/file/d/1PdE5DHmgZsu4A6fN6HDWfj4D1cm/view?usp=sharing</a> 4.1.10.B <a href="https://drive.google.com/file/d/1osMwMgtHxUNOIFGGI9B5TQWLS2_da/view?usp=sharing">https://drive.google.com/file/d/1osMwMgtHxUNOIFGGI9B5TQWLS2_da/view?usp=sharing</a> 4.1.10.C - Needs tagged to lesson plan in Planbook 4.3.10.A - Needs tagged to lesson plan in Planbook 4.3.10.B - Needs tagged to lesson plan in Planbook 4.5.10.A - Needs tagged to lesson plan in Planbook 4.3.10.B <a href="https://drive.google.com/file/d/1e1eDeubzNuLwYTB8Qg-SuN_l85d8g7y/view?usp=sharing">https://drive.google.com/file/d/1e1eDeubzNuLwYTB8Qg-SuN_l85d8g7y/view?usp=sharing</a> Bio Standards - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species.	Investigate human environmental impacts, comparing the kinds of solutions that are feasible, and designing and analyzing solutions that could reduce that impact (e.g. examples of human impacts can include water usage, such as the withdrawal of water from streams and aquifers or the construction of dams and levees; land usage such as urban development, agriculture or the removal of wetlands; and pollution such as of the air, water or land).	4.1.10.A Examine the effects of limiting factors on population dynamics, comparing possible causes of population fluctuations. Explain the concept of carrying capacity in an ecosystem. Describe how organisms become classified as threatened or endangered. Describe how limiting factors cause organisms to become extinct. 4.1.12.A Analyze the significance of biological diversity in an ecosystem. Explain how species adapt to limiting factors in an ecosystem. Analyze the differences between natural causes and human causes of extinction. Research wildlife management laws and their effects on biodiversity. 4.5.10.D Evaluate various methods of managing waste as related to economic, environmental, and technological factors. 4.1.10.E Analyze how humans influence the pattern of natural changes (e.g. primary / secondary succession and desertification) in ecosystems over time. 4.2.10.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	Bio.8.4.1.2. Bio.8.4.2.2.	N/A	Abiotic; Biotic Conservation Evidence/Extinction Human impact Hypothesis Land use Model Pollution Urban development Wetlands	Supplemental	Please refer to the lesson plans for spec	4.1.12.A - Needs tagged to lesson plan in Planbook 4.2.12.B - Needs tagged to lesson plan in Planbook 4.5.12.A - Needs tagged to lesson plan in Planbook 4.1.10.A - Needs tagged to lesson plan in Planbook 4.1.10.B <a href="https://drive.google.com/file/d/1osMwMgtHxUNOIFGGI9B5TQWLS2_da/view?usp=sharing">https://drive.google.com/file/d/1osMwMgtHxUNOIFGGI9B5TQWLS2_da/view?usp=sharing</a> 4.1.10.E - Needs tagged to lesson plan in Planbook 4.2.10.B - Needs tagged to lesson plan in Planbook 4.5.10.D - Needs tagged to lesson plan in Planbook Bio Standards - Needs tagged to lesson plan in Planbook

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SsEd: FL - Enrichment)	Sample Lesson Plans
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species.	Construct an argument from evidence for how increases in human population and consumption of natural resources impact Earth's systems. (Examples of evidence include appropriate databases on human populations and the rates of consumption of food and natural resources such as fresh water, minerals and energy. Examples of impacts may include changes to the appearance, composition and structure of Earth's systems as well as the rates at which they change.) NOTE: The consequences of increases in human populations and consumption of natural resources are described by science. Even though science does not decide upon the actions societies take, science can help predict the consequences of those actions.	3.3.10.A7 SCALE/MODELS Interpret and create models of the Earth's physical features in various mapping representations. CONSTANCY AND CHANGE Relate constancy and change to the hydrologic and geochemical cycles. SCALE Apply an appropriate scale to illustrate major events throughout geologic time. CONSTANCY/CHANGE Describe factors that contribute to global climate change. 3.3.12.A7 MODELS Interpret and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate Earth systems and their interconnections. CONSTANCY/CHANGE Infer how human activities may impact the natural course of Earth's cycles. PATTERNS Summarize the use of data in understanding seismic events, meteorology, and geologic time. 4.1.10.A Examine the effects of limiting factors on population dynamics. Analyze possible causes of population fluctuations. Explain the concept of carrying capacity in an ecosystem. Describe how organisms become classified as threatened or endangered.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Biogeochemical cycles Landforms Models of Earth Topographic Maps Carrying capacity Cycles of Matter Earth systems Relative Dating Equilibrium Absolute Dating Hypothesis Lab: Relative and Absolute Dating Model Geologic Time Natural resources Factors that Affect Climate Change Non-point source Lab: Absorption and Radiation by Land and Water pollution Earth's Climate History Point source Climate Change pollution Rate of consumption Risk management Scientific evidence			3.3.12.A7 - Needs tagged to lesson plan in Planbook 4.5.12.C - Needs tagged to lesson plan in Planbook 4.1.10.A - Needs tagged to lesson plan in Planbook 4.5.10.C - Needs tagged to lesson plan in Planbook 3.3.10.A7 <a href="https://drive.google.com/file/d/1PdGdHmgZsu4fofKnh6DWjGc4D1cm/view?usp=sharing">https://drive.google.com/file/d/1PdGdHmgZsu4fofKnh6DWjGc4D1cm/view?usp=sharing</a> Please refer to the lesson plans for special

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SsEd: FLL - Enrichment)	Sample Lesson Plans
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The Milky Way Galaxy consists of more than two hundred billion stars, the sun being one of them, and is one of hundreds of billions of galaxies in the known universe.	Use models to describe the sun's place in space in relation to the Milky Way Galaxy and the distribution of galaxy clusters in the universe	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Clusters Galaxy Model Star Universe	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specific	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Models of the formation and structure of the universe have changed over time as technologies have become more advanced and the accuracy of our data has increased.	Compare time periods in history, the technology available at that time and the resulting model of the organization of our solar system. (e.g. – Early Greeks used purely observational data resulting in a geocentric model). Compare and contrast how a number of different factors, such as	3.3.10.B Compare and contrast how the use of technology involves weighing the trade-offs between the positive and negative effects. Demonstrate how humans devise technologies to reduce the negative consequences of other technologies. Compare and contrast how a number of different factors, such as	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Geocentric Heliocentric Model Planet Theory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars Star Systems and Galaxies The Sun	Please refer to the lesson plans for specific	3.4.10.8 <a href="https://drive.google.com/file/d/1bTghsDz220T69dK3cMo654CTr5G-Xu/view?usp=sharing">https://drive.google.com/file/d/1bTghsDz220T69dK3cMo654CTr5G-Xu/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The Milky Way Galaxy consists of more than two hundred billion stars, the sun being one of them, and is one of hundreds of billions of galaxies in the known universe.	Use data about the expansion, scale and age of the universe to explain the Big Bang theory as a model for the origin of the Universe.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Clusters Galaxy Light year Model Theory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specific	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	There are multiple sources of evidence for the Big Bang theory including the measurement of red shift, the amount of hydrogen and helium in the universe, and the cosmic microwave background radiation that fills the universe.	Construct explanations based on observable astronomical data as empirical evidence for the Big Bang theory.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Blue shift cosmic microwave background radiation Electromagnetic spectrum Non-solar gases Red shift stellar spectra	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars	Please refer to the lesson plans for specific	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The compositions and masses of stars determine their life cycle.	Compare and contrast the life cycles of stars of different masses and compositions, including our sun.	3.3.12.A1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Black hole Dwarf HR diagram Main sequence Nebula Neutron star Nova Protostar Red giant Supernova	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specific	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The compositions and masses of stars determine their life cycle.	Develop a model of how the competing forces of gravity and thermal expansion effect a star's density throughout its life cycle.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Density Gravity Thermal expansion	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specific	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The brightness and magnitude of a star are determined by mass, temperature and distance from the observer.	Use observational data to construct an explanation of a star's apparent (relative) magnitude based on its distance from the observer and its mass.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Absolute magnitude Apparent (relative) magnitude	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specific	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Nuclear fusion within stars produces all atomic nuclei lighter than and including iron. Heavier elements are produced and distributed through supernovae.	Describe the mechanism by which heavier and heavier elements are produced within a star's core throughout its life cycle.	3.3.12.B1 Describe the life cycle of stars based on their mass. Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy; stars; planetary systems; and residual material left from the creation of the solar system. Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Nuclear fusion Nuclei Supernova	Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specific	3.3.12.B1 - Needs tagged to lesson plan in PlanBook
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	The study of a star's spectra is used to identify compositional elements of a star.	Use observational data to describe the composition of stars.	SCALE AND MEASUREMENT Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected, or absorbed by stars and other objects. CONSTANCY AND CHANGE Describe changes in the universe over billions of years. SCALE AND MEASUREMENT Explain the scale used to measure the sizes of stars and galaxies and the distances between them.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Spectra	The Sun Stars The Expanding Universe Star Systems and Galaxies The Solar System Gravity and Motion Other Objects in the Solar System	Please refer to the lesson plans for specific	3.3.10.B2 <a href="https://drive.google.com/file/d/1y0ejm44nVw_P8nM9FwrKEMUw3VnmHg/VieW?usp=sharing">https://drive.google.com/file/d/1y0ejm44nVw_P8nM9FwrKEMUw3VnmHg/VieW?usp=sharing</a>
9-12	The universe is composed of a variety of different objects that are organized into systems each of which develops according to accepted physical processes and laws.	What is the universe and what is Earth's place in it?	Kepler's laws describe the motions of orbiting objects, including their elliptical paths around the Sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.	Use mathematical and computational representations of human-made and solar system objects in order to describe their motions and predict their trajectories and/or collisions.	3.3.10.B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest the Big Bang Theory. Describe the basic nuclear processes involved in energy production in a star.  3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elliptical Kepler's laws Satellite Trajectory	Gravity and Moon The Earth-Sun-Moon-System The Expanding Universe Stars The Solar System Planets Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer	Please refer to the lesson plans for specific	3.3.10.B1 <a href="https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing">https://drive.google.com/file/d/1UQ7h5P4iXv1MeUSiOHgU4HfH6E1xq/view?usp=sharing</a>  3.3.12.A1 <a href="https://drive.google.com/file/d/1cZTABC2lwRk6y4Gn4g9BwXqHONwV3U/view?usp=sharing">https://drive.google.com/file/d/1cZTABC2lwRk6y4Gn4g9BwXqHONwV3U/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Radioactive dating can be used to determine the ages of rocks and other materials from the isotopes that are present. These data can be used to help determine the geologic time scale.	Analyze actual or simulated isotope ratios within earth materials to make valid and reliable scientific claims about the planet's age; the ages of earth events and rocks; and the overall time scale of earth's history. (Consider the incomplete nature of the Earth's rock record when analyzing and interpreting the events of Earth's distant past.)	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's surface. Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo-Key/Uses-Gr-9-12.pdf	N/A	N/A	Elements Geologic time scale Half-life Isotope Radioactive (radiometric) dating	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust	Please refer to the lesson plans for specific	3.3.12.A1 <a href="https://drive.google.com/file/d/1cZTABC2lwRk6y4Gn4g9BwXqHONwV3U/view?usp=sharing">https://drive.google.com/file/d/1cZTABC2lwRk6y4Gn4g9BwXqHONwV3U/view?usp=sharing</a>  3.3.10.A1 <a href="https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1M60G9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5Gg7MNSO1SRGXP1M60G9-qDrIKs/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SsEd: FI - Enrichment)	Sample Lesson Plans
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Plate tectonics is the unifying theory that explains the geologic movements of the Earth.	Develop a three dimensional model to illustrate how Earth's internal and surface processes operate to form continental and ocean floor features.	3.3.10.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Asthenosphere Conduction Convection Convergence Crust Density Earthquake Erosion Hot spot Inner core Lithosphere Mantle Mid-Ocean ridge Mountain-building Outer core Pangaea Plate boundaries rift Rock cycle Seafloor spreading Subduction zone Topography Transform Volcano	Continental Drift Plate Tectonics Characteristic of the Seafloor Forces in Earth's Crust Lab: Plate Boundaries and Movement Earthquakes Volcanoes Rocks and Rock Cycle Igneous Rocks Sedimentary Rocks Metamorphic Rocks Cycles of Matter	Please refer to the lesson plans for specification	<b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Plate tectonics is the unifying theory that explains the geologic movements of the Earth.	Incorporate a variety of data including geological evidence from maps and representations of current plate motions to predict future plate motions.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Mantle Convection Convergent Divergent Transform Sea-floor spreading Mid-ocean ridge Mountain-building	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.	Use a model for Earth's interior including the mechanisms of thermal convection to support the explanation for the cycling of matter within the Earth.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  <b>3.3.12.A3</b> Describe the absolute and relative dating methods used to measure geologic time, such as index fossils, radioactive dating, law of superposition, and crosscutting relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Cycling of matter Geochemical cycle Isotopes Mantle Plate Tectonics Radioactive decay Thermal convection Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere Lab: Energy Transfer Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.12.A3 - Needs tagged to lesson plan in Planbook</b>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	In addition to studying the early rock record, scientists can also learn about early Earth by studying objects in the solar system such as lunar rocks, asteroids, comets, and meteorites, which have changed little over time.	Construct an account of Earth's formation and early history (e.g. – origin of oceanic and atmospheric components) from evidence acquired from the study of ancient Earth materials and objects in our solar system.	<b>3.3.12.A3</b> Describe the absolute and relative dating methods used to measure geologic time, such as index fossils, radioactive dating, law of superposition, and crosscutting relationships.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Asteroid Comet Geology Meteorite Volcanic activity	Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.12.A3 - Needs tagged to lesson plan in Planbook</b>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Continental rocks, which can be older than 4 billion years, are generally much older than rocks on the ocean floor, which are less than 200 million years old.	Construct explanations using the theory of plate tectonics for patterns in the general trends of the ages of both continental and oceanic crust.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy  3.3.10.A1 Relate plate tectonics to both slow and rapid changes in the earth's surface. Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Explain geochronology to the conservation of matter. <b>Relate how the Earth is composed of a number of dynamic, interacting</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Basalt Continental crust Granite Igneous Mantle Metamorphic Mid-ocean ridge Mountain-building Oceanic crust Paleo-magnetism Plate tectonics Rock cycle Sea-floor spreading Sedimentary Subduction	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Spheres of Earth Earth's Interior Plate Tectonics Forces in Earth's Crust Gravity and Motion Energy in the Atmosphere	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Our model of Earth includes a hot but solid inner core, a liquid outer core, a plastic mantle, and a solid crust.	Integrate evidence from seismic waves, reconstructions of Earth's magnetic field and states of matter to map the boundaries of the internal structure of the Earth.	3.3.12.A1 Explain how parts are related to other parts in weather systems, solar systems, and earth systems, including how the output from one part can become an input to another part. Analyze the processes that cause the movement of material in the Earth's systems. Classify Earth's internal and external sources of energy such as radioactive decay, gravity, and solar energy	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Crust Inner core Liquid Magnetic field Mantle Outer core Plasticity Seismic waves Solid	Stars Systems and Galaxies The Solar System Planets The Earth-Sun-Moon System Cycles of Matter Rocks and the Rock Cycle Winds Atmospheric Moisture and Precipitation Air Masses and Fronts	Please refer to the lesson plans for specification	<b>3.3.12.A1</b> <a href="https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing">https://drive.google.com/file/d/1c2TABc2WfK6y4Gn4g9dBWqXhONwV3U/view?usp=sharing</a> <b>3.3.10.A1</b> <a href="https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing">https://drive.google.com/file/d/1e5GGr7MNSO1SRGXEP1mM6OG9-qDrIKs/view?usp=sharing</a>
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual coevolution of Earth's surface and its organisms.	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on earth.	3.3.10.A3 Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.  BIO.8.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	BIO.8.3.2.1	N/A	Atmosphere Biosphere Fossil Geosphere Hydrosphere Lithosphere	Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating	Please refer to the lesson plans for specification	<b>3.3.10.A3</b> <a href="https://drive.google.com/file/d/10FheKwze6kL19Qct3afVWSbuz8miqk/view?usp=sharing">https://drive.google.com/file/d/10FheKwze6kL19Qct3afVWSbuz8miqk/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SnEd: FI - Enrichment)	Sample Lesson Plans
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Biogeochemical cycles provide Earth's interconnected systems with a flow of energy and cycling of matter.	Develop qualitative models to describe biogeochemical cycles among the hydrosphere, atmosphere, geosphere, and biosphere.	3.3.10.A2 Analyze the effects on the environment and the carbon cycle of using both renewable and nonrenewable sources of energy. 3.3.10.A3 Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere. 3.3.10.A4 Relate geochemical cycles to conservation of matter. Explain how the Earth's systems and its various cycles are driven by energy. 3.3.10.A5 Explain how there is only one ocean.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	BIO.B.4.2.3	N/A	Atmosphere Biosphere Carbon cycle Chemical properties Geosphere Hydrosphere Nitrogen cycle Water (hydrologic) cycle Geologic Time Phosphorous cycle Photosynthesis Physical properties	Cycles of Matter Energy on Earth Land Resources Air Resources Water Resources Fossils Relative Dating Absolute Dating Lab: Relative and Absolute Dating Geologic Time Spheres of Earth Populations and the Environment Continental Drift Plate Tectonics Weathering and Soil	Please refer to the lesson plans for spec	3.3.10.A2 <a href="https://drive.google.com/file/d/1CNuE85M2L2C0yGdG7_6eH-ugP1rC/view?usp=sharing">https://drive.google.com/file/d/1CNuE85M2L2C0yGdG7_6eH-ugP1rC/view?usp=sharing</a> 3.3.10.A3 <a href="https://drive.google.com/file/d/10FheWze6K1L19Qv3JfVWSu2b8m1qk/View?usp=sharing">https://drive.google.com/file/d/10FheWze6K1L19Qv3JfVWSu2b8m1qk/View?usp=sharing</a> 3.3.10.A4 <a href="https://drive.google.com/file/d/1IKWxeGyU66q8hNz2b1AMc07P_MRRXXM/View?usp=sharing">https://drive.google.com/file/d/1IKWxeGyU66q8hNz2b1AMc07P_MRRXXM/View?usp=sharing</a> 3.3.10.A5 <a href="https://drive.google.com/file/d/1_Qh4BwHfAlBxHxgPdeVg9E49K5jFVKW/View?usp=sharing">https://drive.google.com/file/d/1_Qh4BwHfAlBxHxgPdeVg9E49K5jFVKW/View?usp=sharing</a> 3.3.12.A5 - Needs tagged to lesson plan in Planbook Bio Standards - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Earth's climate depends on the sun's output of electromagnetic radiation, as well as that energy's reflection, absorption and reradiation by various Earth systems and types of surfaces.	Use models of the flow of energy between the sun and Earth's atmosphere, ocean and land to support explanations of how Earth's radiative energy balance is affected by the absorption and retention of heat in Earth's atmosphere.	3.3.12.A6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Absorption Atmosphere Biosphere Climate Electromagnetic radiation Equilibrium Geosphere Hydrosphere Radiation Re-radiation Reflection	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water Climate Change	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Climate changes happen on various time scales (e.g. - sun's energy output, Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and/or human activities).	Use data to graphically represent and draw conclusions about the causes and effects of climate change over 10-100s years, 1,000s-10,000s years, and 100,000s-1,000,000s.	3.3.12.A6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Climate change Global warming	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water Climate Change	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Climate changes happen on various time scales (e.g. - sun's energy output, Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and/or human activities).	Use geoscience data and the results from global climate models to make evidence-based forecasts of climate change.	3.3.12.A.6 Explain how the unequal heating of the Earth's surface leads to atmospheric global circulation changes, climate, local short term changes, and weather. Relate the transfer of energy through radiation, conduction, and convection to global atmospheric processes.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Climate change Climate models El Nino Global warming Greenhouse gases La Nina Meteorology	Energy in the Atmosphere Lab: Energy Transfer Winds Atmospheric Moisture and Precipitation Air Masses and Fronts Storms Factors that Affect Climate Lab: Absorption and Radiation by Land and Water	Please refer to the lesson plans for spec	3.3.12.A6 - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Resource availability has influenced the development of human society.	Evaluate the impact of the availability of renewable and nonrenewable resources on the development of a civilization.	3.3.12.A2 Analyze the availability, location, and extraction of Earth's resources. Evaluate the impact of using renewable and nonrenewable energy resources on the Earth's system.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	N/A	N/A	Biofuels Civilization Nonrenewable Renewable Resources Society Minerals trench	Energy on Earth Land Resources Air Resources Water Resources Human Impact on Resources Lab: Effects of Human Activity on Freshwater Resources	Please refer to the lesson plans for spec	3.3.12.A2 - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	The extraction of resources and production of energy have benefits and risks.	Evaluate the impact on Earth's systems of using renewable and nonrenewable resources.	3.3.12.A2 Analyze the availability, location, and extraction of Earth's resources. Evaluate the impact of using renewable and nonrenewable energy resources on the Earth's system. 3.3.10.A7 SCALE MODELS Interpret and create models of the Earth's physical features in various mapping representations. CONSTANCY AND CHANGE Relate constancy and change to the hydrologic and geochemical cycles. SCALE Apply an appropriate scale to illustrate major events throughout geologic time. CONSTANCY/CHANGE Describe factors that contribute to global climate change. 3.3.12.A7 MODELS Interpret and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate Earth systems and their interconnections. CONSTANCY/CHANGE	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	Bio.B.4.1.1. Bio.B.4.2.3 Bio.B.4.2.4 Bio.B.4.2.5	N/A	Benefit Biogeochemical cycles Biome Biosphere Carrying capacity Community Consumption Cost Desertification Earth system Ecology Economic Ecosystem Environment Extinction Geopolitical Habitat Nonrenewable Pollution Population Renewable Risk Species Sustainability System Temperature	Energy on Earth Land Resources Air Resources Water Resources Human Impact on Resources Lab: Effects of Human Activity on Freshwater Resources Landforms Models of Earth Topographic Maps Cycles of Matter Relative Dating Absolute Dating Lab: Relative and Absolute Dating Geologic Time Factors that Affect Climate Change Lab: Absorption and Radiation by Land and Water Earth's Climate History Climate Change	Please refer to the lesson plans for spec	3.3.12.A2 - Needs tagged to lesson plan in Planbook 3.3.12.A7 - Needs tagged to lesson plan in Planbook 4.1.12.B - Needs tagged to lesson plan in Planbook 4.1.12.C - Needs tagged to lesson plan in Planbook 4.3.12.A - Needs tagged to lesson plan in Planbook 4.3.12.B - Needs tagged to lesson plan in Planbook 3.3.10.A7 <a href="https://drive.google.com/file/d/1PdE5DHmgZsu4A6fN6HDWfj4D1cm/View?usp=sharing">https://drive.google.com/file/d/1PdE5DHmgZsu4A6fN6HDWfj4D1cm/View?usp=sharing</a> 4.1.10.B <a href="https://drive.google.com/file/d/1osMwMgtjXUNOIFSGGI9B5TQWLS2_da/view?usp=sharing">https://drive.google.com/file/d/1osMwMgtjXUNOIFSGGI9B5TQWLS2_da/view?usp=sharing</a> 4.1.10.C - Needs tagged to lesson plan in Planbook 4.3.10.A - Needs tagged to lesson plan in Planbook 4.3.10.B - Needs tagged to lesson plan in Planbook 4.5.10.A - Needs tagged to lesson plan in Planbook 4.3.10.B <a href="https://drive.google.com/file/d/1e1eDeubzNuLwYTB8Qg-SuN_l85d8g7y/view?usp=sharing">https://drive.google.com/file/d/1e1eDeubzNuLwYTB8Qg-SuN_l85d8g7y/view?usp=sharing</a> Bio Standards - Needs tagged to lesson plan in Planbook
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species.	Investigate human environmental impacts, comparing the kinds of solutions that are feasible, and designing and analyzing solutions that could reduce that impact (e.g. examples of human impacts can include water usage, such as the withdrawal of water from streams and aquifers or the construction of dams and levees; land usage such as urban development, agriculture or the removal of wetlands; and pollution such as of the air, water or land).	4.1.10.A Examine the effects of limiting factors on population dynamics, comparing the kinds of solutions that are feasible, and designing and analyzing solutions that could reduce that impact (e.g. examples of human impacts can include water usage, such as the withdrawal of water from streams and aquifers or the construction of dams and levees; land usage such as urban development, agriculture or the removal of wetlands; and pollution such as of the air, water or land). 4.1.12.A Analyze the significance of biological diversity in an ecosystem. Explain how species adapt to limiting factors in an ecosystem. Analyze the differences between natural causes and human causes of extinction. Research wildlife management laws and their effects on biodiversity. 4.5.10.D Evaluate various methods of managing waste as related to economic, environmental, and technological factors. 4.1.10.E Analyze how humans influence the pattern of natural changes (e.g. primary / secondary succession and desertification) in ecosystems over time. 4.2.10.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-Gr-9-12.pdf</a>	Bio.B.4.1.2. Bio.B.4.2.2.	N/A	Abiotic; Biotic Conservation Evidence/Extinction Human impact Hypothesis Land use Model Pollution Urban development Wetlands	Supplemental	Please refer to the lesson plans for spec	4.1.12.A - Needs tagged to lesson plan in Planbook 4.2.12.B - Needs tagged to lesson plan in Planbook 4.5.12.A - Needs tagged to lesson plan in Planbook 4.1.10.A - Needs tagged to lesson plan in Planbook 4.1.10.B <a href="https://drive.google.com/file/d/1osMwMgtjXUNOIFSGGI9B5TQWLS2_da/view?usp=sharing">https://drive.google.com/file/d/1osMwMgtjXUNOIFSGGI9B5TQWLS2_da/view?usp=sharing</a> 4.1.10.E - Needs tagged to lesson plan in Planbook 4.2.10.B - Needs tagged to lesson plan in Planbook 4.5.10.D - Needs tagged to lesson plan in Planbook Bio Standards - Needs tagged to lesson plan in Planbook

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment - Edgenuity	Modifications (SnEd: FL - Enrichment)	Sample Lesson Plans
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species.	Construct an argument from evidence for how increases in human population and consumption of natural resources impact Earth's systems. (Examples of evidence include appropriate databases on human populations and the rates of consumption of food and natural resources such as fresh water, minerals and energy. Examples of impacts may include changes to the appearance, composition and structure of Earth's systems as well as the rates at which they change.) NOTE: The consequences of increases in human populations and consumption of natural resources are described by science. Even though science does not decide upon the actions societies take, science can help predict the consequences of those actions.	3.3.10.A7 SCALE/ MODELS Interpret and create models of the Earth's physical features in various mapping representations.  CONSTANCY AND CHANGE Relate constancy and change to the hydrologic and geochemical cycles.  SCALE Apply an appropriate scale to illustrate major events throughout geologic time.  CONSTANCY/CHANGE Describe factors that contribute to global climate change.  3.3.12.A7 MODELS Interpret and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate Earth systems and their interconnections.  CONSTANCY/CHANGE Infer how human activities may impact the natural course of Earth's cycles.  PATTERNS Summarize the use of data in understanding seismic events.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-G9-12.pdf</a>	N/A	N/A	Biogeochemical cycles Landforms Models of Earth Topographic Maps Carrying capacity Cycles of Matter Consumption Earth systems Relative Dating Equilibrium Absolute Dating Hypothesis Lab: Relative and Absolute Dating Model Geologic Time Natural resources Factors that Affect Climate Change Non-point source pollution Lab: Absorption and Radiation by Land and Water Point source pollution Earth's Climate History Rate of consumption Climate Change Risk management Scientific evidence		3.3.12.A7 - Needs tagged to lesson plan in Planbook 4.5.12.C - Needs tagged to lesson plan in Planbook 4.1.10.A - Needs tagged to lesson plan in Planbook 4.5.10.C - Needs tagged to lesson plan in Planbook 3.3.10.A7 <a href="https://drive.google.com/file/d/1Pac6DdHmgZsu4fofNkH6DWjGd1cm/view?usp=sharing">https://drive.google.com/file/d/1Pac6DdHmgZsu4fofNkH6DWjGd1cm/view?usp=sharing</a>	
9-12	The Earth's processes effect and are affected by human activities.	How do Earth's processes and human activities affect each other?	Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	3.4.10.A3 Examine how technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function.  3.4.12.A3 Demonstrate how technological progress promotes the advancement of science, technology, engineering and mathematics (STEM).  4.5.12.D Evaluate waste management practices. Analyze current solid waste regulations. Research the impact of new and emerging technologies in the use, reuse, recycling and disposal of materials. Evaluate ways that waste could be reduced during the production of specific product.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-Key/Uses-G9-12.pdf</a>	N/A	N/A	Best management practices Fossils Relative Dating Engineering Absolute Dating design process Lab: Relative and Absolute Dating Green Geologic Time infrastructure Spheres of Earth Mitigation Populations and the Environment Model Continental Drift Pollution Plate Tectonics Technology Weather and Soil Recycling Erosion and Deposition Sustainability Lab: Modeling Water Erosion Waste Environmental Changes management Earth's Climate History Climate Change		3.4.10.A3 - Needs tagged to lesson plan in Planbook 3.4.12.A3 - Needs tagged to lesson plan in Planbook 4.1.12.E - Needs tagged to lesson plan in Planbook 4.5.12.D - Needs tagged to lesson plan in Planbook Please refer to the lesson plans for specific sharing	

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Edgenuity (Curriculum)	Study Island Topic (Supplemental)	Gizmo (Supplemental)	Lesson Plans (link matches with pages) & Instructional Time <a href="https://drive.google.com/file/d/1aCz-xLIaKIS9U7hKESuuJEj6L9D336K4w2/view">https://drive.google.com/file/d/1aCz-xLIaKIS9U7hKESuuJEj6L9D336K4w2/view</a>	Modifications (SpEd, ELL, 504, Enrichment)
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Be able to read element	3.1.B.A73.2.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.2.1 Explain how carbon is uniquely suited to form biological macromolecules.	atomatomic numberelectr	The Importance of Carbon	Organic Molecules and Water	Element BuilderCarbon C	Pages 17-22 and 23-25	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Compare and contrast th	3.1.B.A23.1.B.A73.1.B.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1L	BIO.A.2.2.2 Describe how biological macromolecules form from monomers.	adipose tissueamino acid	Carbohydrates <a href="https://les">https://les</a>	Organic Molecules and Water	Identifying Nutrients	Pages 26-35Day 37-41	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	-Explain the role of carbol	3.1.B.A23.1.B.A73.1.C.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.2.2.3 Compare the structure and function of carbohydrates, lipids,	adipose tissueamino acid	Carbohydrates <a href="https://les">https://les</a>	Organic Molecules and Water	Identifying Nutrients	Pages 26-35Day 37-41	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Photosynthesis is the process in which light energy is transformed into chemical energy; carbon dioxide and water react to form sugar and oxygen.	-Compare aerobic and an	3.1.B.A23.1.B.A53.1.C.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.3.1.1 Describe the fundamental roles of plastids (e.g., chloroplasts) and	adenosine diphosphate (A	Cellular Respiration <a href="http">http</a>	Cellular Energy	Photosynthesis Lab	Pages 42-51Day 63-74	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Sugar molecules are carbohydrates with hydrocarbon backbones. These serve as the basis for amino acids and other larger organic molecules needed by the cell.	-Compare aerobic and an	3.1.B.A23.1.B.A53.1.C.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram	BIO.A.3.2.1 Compare the basic transformation of energy during photosynthesis and cellular respiration.	adenosine diphosphate (A	Cellular Respiration <a href="http">http</a>	Cellular Energy	Photosynthesis LabPond	Pages 42-51Day 53-62	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Energy flows through systems by means of chemical reactions. Aerobic cellular respiration involves a series of chemical reactions in which energy is freed.	-Compare aerobic and an	3.1.B.A23.1.C.A13.1.C.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.3.2.2 Describe the role of ATP in biochemical reactions.	adenosine triphosphate	ATP <a href="https://lessondocs.e">https://lessondocs.e</a>	Cellular Energy	Photosynthesis Lab	Pages 33-38 and 49-50	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.	-Describe genetic drift and	3.1.B.C1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of	BIO.B.3.1.1 Explain how natural selection can impact allele frequencies of a population.	adaptationalallele frequency	Darwin's Theory <a href="https://l">https://l</a>	Mechanisms of Evolution	Evolution: Natural and Art	Day 75-87 <a href="https://docs.d">https://docs.d</a>	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Differential survival and reproduction of organisms in a population that have advantageous heritable traits lead to an increase in future generations having the desired trait(s).	-Analyze how new species	3.1.B.C13.1.B.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of	BIO.B.3.1.2 Describe the factors that can contribute to the development of new species (e.g., isolating	adaptationadaptive radiat	Biogeographic Isolation	Mechanisms of Evolution	Rainfall and Bird Beaks	Pages 59-79Day 75-87	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Natural selection occurs only if there is both a variation in the genetic information between organisms in a population and a variation in the expression of that genetic information (trait variation) that leads to	-Analyze how new species	3.1.B.C13.1.B.B1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to	BIO.B.3.1.3 Explain how genetic mutations may result in genotypic and phenotypic variations within a population	adaptationadaptive radiat	DNA Mutations <a href="https://le">https://le</a>	Mechanisms of Evolution	Rainfall and Bird Beaks	Pages 59-79Day 75-87	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.	-Assess the comparative	3.1.B.C13.1.B.C33.1.B.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R	BIO.B.3.2.1 Interpret evidence supporting the theory of evolution (i.e.,	analogous structurefossil	Biological Evidence and t	Theory of Evolution	Human Evolution - Skull /	Pages 53-58Day 101-114	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.	-Analyze data and graphs	3.1.B.A9	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.3.2.2 Distinguish between the scientific terms: hypothesis,	conclusioncontrol group	Hypothesis, Theories, and	Nature of ScienceScientif	Effect of Environment on	Pages 1-16Day 1-19	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and	How and why do organisms interact with their environment and what are the effects of these	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can	-Describe the hierarchy of	4.1.4.A4.1.10.A4.4.6.A4.5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.1.1 Describe the levels of ecological organization (i.e.,	biomebiospherecommuni	Organizational Hierarchy	Ecosystems & Biomes	Forest EcosystemPond E	Pages 83-85Day 120-153	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and	How and why do organisms interact with their environment and what are the effects of these	Matter found in organisms is cycled through food webs, as well as the atmosphere and geosphere through	-Determine biotic and abio	4.1.7.A4.1.4.B4.1.4.C4.4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.1.2 Describe characteristic biotic and abiotic components of	abioticadaptationbiotic	Populations and the Envir	Ecosystems & Biomes	Coral Reefs 1 - Abiotic Fa	Pages 83-85 and 101-114	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How and why do organisms interact with their environment and what are the effects of these	Matter is transferred through organisms in an ecosystem; some is stored, but most is lost.	-Distinguish between proc	4.1.4.C4.1.7.C4.1.10.C4.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W	BIO.B.4.2.1 Describe how energy flows through an ecosystem	consumerbiomassdecom	Energy Flow in Ecosystem	Energy Flow in Ecosystem	Food Chain	Pages 80-82Day 115-119	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and	How and why do organisms interact with their environment and what are the effects of these	Competition among species is ultimately needed for the matter and energy	-Describe the five major b	4.1.7.A 4.1.10.A 4.5.3.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.2 Describe biotic interactions in an ecosystem (e.g.,	coevolutioncommensalism	Relationships Among Org	Organism Interactions & f	Forest Ecosystem Pond E	Pages 83-98Day 20-27	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How and why do organisms interact with their environment and what are the effects of these	Photosynthesis and cellular respiration are important components of the carbon cycle.	-Identify the four spheres	4.1.4.B4.1.7.B4.2.5.A4.2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.4.2.3 Describe how matter recycles through an ecosystem	nitrogen fixationprecipitati	The Cycles of Matter <a href="https">https</a>	Earth's Cycles	Water CycleCarbon Cycle	Pages 23-25 and 86-88	Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Changes to the physical world from both naturally occurring and human generated events can cause adverse effects on biodiversity.	-Relate the greenhouse ef	4.1.10.A 4.1.10.B 4.1.12.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram	BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes	carbon footprintclimax col	Human Impact on the Env	Environmental Change	Greenhouse EffectWater	Pages 11-13, 39-41, 80-8	Audio video provided Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours
9-12	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Biological extinction is a critical factor	-Identify factors that affect	4.1.4.A4.1.10.A4.1.12.A4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1L Match pictures of water	BIO.B.4.2.5 Describe the effects of limiting factors on population dynamics and potential species	bioremediationcarbon foot	Population Growth <a href="https">https</a>	Organism Interactions & f	Forest EcosystemPond E	Pages 11-13 and 93-98	Audio video provided Breaks permitted Extended/wait time Frequent check ins Guided notes Office hours

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Stable forms of matter are those in which the electric potential energy is minimized.	Construct models showing that stable forms of matter are those with minimum electrical field energy.	3.2.C.A1 3.2.C.A5 3.2.12.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.1 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Coulomb's Law Geometries and orbital shapes Lewis dot structures Molecular Octet rule	*Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a> <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	A stable molecule has lower energy, by an amount known as the binding energy, than the same set of atoms separated; this energy must be provided to break the bond.	Construct models showing that energy is needed to break bonds and overcome intermolecular forces and that energy is released when bonds form (Enthalpy, Lattice energy are beyond the Eligible Content).	3.2.1.C.A2 3.2.C.A1 3.2.10.A4 3.4.10.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.4	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Activation Binding Energy Bond Energy Endothermic Energy Enthalpy Exothermic Lattice energy	*Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. The periodic table orders elements in increasing number of protons and places those with similar chemical properties in columns.	Use the atomic model and the periodic table to predict and explain trends in properties of elements.	3.2.10.A1 3.2.C.A1 3.2.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1 CHEM.A.2.3	Atomic Structure, Atomic Theory, and the Periodic Table	Atomic radius Charge Chemical Configuration Effective nuclear charge Electron affinity Electronegativity Electrons Elements Energy Ionization Neutrons Nucleus Orbital diagram Particles Physical properties Protons Reactivity <i>Shielding effect</i>	Atomic Theory Atoms Periodic Table Metals Nonmetals Metalloids Physical properties Chemical properties *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a> <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, and surrounding electrons.	Develop a model showing the likely position of electrons as determined by the quantized energy levels of atoms.	3.2.10.A1 3.2.C.A1 3.2.C.A2 3.2.10.A5 3.2.12.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.2 CHEM.A.2.2.1 CHEM.A.2.2.2 CHEM.A.2.2.3 CHEM.A.2.2.4	Atomic Structure, Atomic Theory, and the Periodic Table	Bohr Configuration Dalton Electronic Emission Energy levels Excited state Ground state Orbitals Quantized Sublevels Rutherford Spectra Thomson	Atomic Theory Atoms Periodic Table Metals Nonmetals Metalloids Physical properties Chemical properties *Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a> <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The solubility of solutions depends on their properties and other factors. e.g., dissolving, dissociating	Develop explanations and/or mathematical expressions comparing solutions made from ionic and covalent solutes and how various factors affect the solubility of these solutions	3.2.C.A1 3.2.C.A2 3.2.C.A4 3.2.10.A2 3.2.10.A4 3.2.10.A5 3.2.12.A1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Colligative Heterogeneous Homogeneous "Like dissolves like" Molarity Percent by mass Percent by volume Polarity Properties Solubility Solute Solvent	*Supplemental Resources	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8Ya2Ih6f/view?usp=sharing</a> <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a> <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0yNdNtUK/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The fact that atoms are conserved, together with knowledge of chemical properties of the elements involved, can be used to describe and predict chemical reactions and calculate quantities of reactants and products.	Analyze and interpret data sets, using the mole concept, to mathematically determine amounts of representative particles in macroscopic, measureable quantities.	3.2.C.A2 3.2.C.A4 3.2.10.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM. B.1.1 CHEM.B.1.1.1 CHEM.B.1.2.1	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Density Dimensional analysis Excess reactants Limiting reactants Molar mass Mole Percent yield Proportion/ratios Stoichiometric relationships	Density Molar Masses Introduction to Stoichiometry Stoichiometric Calculations Limiting Reactant and Percent Yield Lab: Limiting Reactant and Percent Yield <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The mole, as a fundamental unit, is used to represent a specific quantity of atomic particles such as atoms, ions, formula units, and molecules.	Analyze and interpret data to apply the laws of definite proportions and multiple proportions, to determine empirical and molecular formulas of compounds, percent composition and mass of elements in a compound.	3.2.C.A1 3.2.C.A2 3.2.C.A4 3.2.10.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.2 CHEM.B.1.2.3	Mole Concept, Formula Calculations, Solutions, and Molecular Interactions	Avogadro's number Empirical Formula Law of definite proportions Law of multiple proportions Molar mass Molar volume Molecular Percent composition Ratio	Molar Masses <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The kinetic molecular theory and Gas Laws are used to explain and predict the behavior of gases.	Utilize mathematical relationships to predict changes in the number of particles (moles), the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's Law, Charles' Law, Avogadro's Law, Dalton's Law of partial pressures, the combined gas law, and the ideal gas law).	3.2.10.A3 3.2.C.A3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.2.1 CHEM.B.2.2.2	Kinetic Molecular Theory and Gas Laws	Avogadro's law Boyle's law Charles's law Combined gas law Dalton's law of density Partial pressures Gay-Lussac's law Ideal Gas Law Molar mass Molar volume Pressure STP	<i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Properties of chemical compounds are related to electrostatic interaction between particles.	Use Lewis Structures and VSEPR to predict and explain charge distribution across a particle (atom, ion, molecule or formula unit)	3.2.10.A1 3.2.C.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.1.4 CHEM.B.1.4.1	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Atoms Covalent bond Electronegativity scale Ions Ionic Bond Lattice / crystal structure Metallic Bonding Molecules Polarity VSEPR/shape	Ionic Bonds Covalent Bonds Metallic Bonds Compounds The importance of water <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. Properties of chemical compounds are related to electrostatic interaction between particles.	Analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance.	3.2.C.A1 3.2.C.A2 3.2.C.A4 3.2.10.A 3.2.10.A1 3.2.10.A4 3.2.10.A5 3.2.12.A1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1 CHEM.A.1.2 CHEM.A.1.2.1 CHEM.A.1.2.2 CHEM.A.1.2.3 CHEM.A.1.2.4 CHEM.A.1.2.5	Bonding, Chemical Formulas, Nomenclature, Chemical Structures, and Molecular Models	Boiling point Bonding Dispersion Forces Freezing point Hydrogen Intermolecular "Like dissolves like" London Van der Waals Melting point Polarity Surface tension Vapor pressure	Physical Properties Density States of Matter Changes of state Chemical Properties <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZvlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9eridD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Chemical processes, their rates, and energy changes can be understood in terms of the arrangement and energy of colliding particles and the subsequent rearrangements of atoms.	Use models to understand the effect of concentration, temperature, and surface area on frequency of collisions and subsequently rate. Describe the function of catalysts.	S11.C.1.1 3.2.C.A4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.1 CHEM.B.2.1.2 CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions (d - Reaction Rates and Equilibrium)	Activation Bond energy Collision theory Energy Reaction rate	Rate of Chemical Reactions Lab: Rate of Chemical Reactions <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	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.	Develop and use models to explain that atoms (and therefore mass) are conserved during a chemical reaction. Models can include computer models, ball and stick models, and drawings.	3.2.10.A2 3.2.C.A2 3.2.10.A4 3.2.C.A4 3.2.C.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1.3 CHEM.B.2.1.4 CHEM.B.2.1.5	Chemical Reactions, Conservation of Matter and Energy, and Stoichiometry	Balance Chemical properties Combustion Decomposition Double replacement Mole ratio Net ionic equations Physical properties Products Reactants Single replacement Synthesis Redox (reductio and oxidation)	Introduction to Chemical Reactions Balancing Chemical Reactions Types of Chemical Reactions <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Develop a model for chemical systems to support/predict changes in reaction conditions limited to simple equilibrium reactions.	3.2.10.A4 3.2.C.A2 3.2.C.A4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Equilibrium Percent yield Le Chatelier's overlap Le Chatelier's principle	<i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	In many situations, a dynamic and condition-dependent balance between the rates of a forward and the reverse reaction determines the concentration of reaction components.	Use system models (computers or drawings) to construct molecular level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.	3.2.10.A4 3.2.C.A4 3.2.12.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.B.2.1	Chemical Reactions (d - Reaction Rates and Equilibrium)	Reaction Reverse	Rate of Chemical Reactions Lab: Rate of Chemical Reactions <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Nuclear processes, including fusion, fission, and radioactive decays involve changes in unstable nuclei The total number of neutrons plus protons does not change in any nuclear process.	Construct models to explain changes in nuclei during the processes of fission, fusion, and radioactive decay and the subatomic interactions that determine nuclear stability.	3.2.12.A2 3.2.C.A3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.2.1	Nuclear chemistry	Alpha radiation Beta radiation Gamma radiation Nuclear fission Nuclear fusion Radioactivity Stable nuclei Unstable nuclei	<i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11Tj2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RiVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9ArOyNdNtUK/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the maximum ages of rocks and other materials from the isotope ratios present.	Analyze and interpret data sets to determine the maximum age of samples (rocks, organic material) using the mathematical model of radioactive decay.	3.2.12.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Nuclear chemistry	Decay Half-Life Isotopes Radioactive	*Supplemental Resources	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	How can one explain the structure, properties, and interactions of matter?	Acids and bases are identified by their characteristics and interactions. pH scale is a log scale that reflects the concentration of protons in a solution.	Using models, differentiate between acid and bases and acid-base systems. Determine neutralization point of a reaction. Determine pH of a solution. Show understanding of log scale.	3.2.12.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		Chemical Reactions (a - chemical reactions)	Acid Arrhenius Base Bronsted Lowry pH pH scale Proton Titration	*Supplemental Resources	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions)	3.2.C.A2 3.2.C.A4 3.4.12A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.5	Bonding Chemical Formulas Nomenclature Chemical Structures Molecular Models	Nomenclature IUPAC	Compounds *Supplemental Resources	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms	How can one explain the structure, properties, and interactions of matter?		Utilize significant figures to communicate the precision in a quantitative observation. Accuracy discussion: Calculate error and percent error given experimental data and the accepted value.	3.2.C.A3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	CHEM.A.1.1.3 CHEM.A.1.1.3	Science as Inquiry	Accuracy Error Figures Percent error Precision Significant	Experimental Design Principles Analyzing Data *Supplemental Resources	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing">https://drive.google.com/file/d/17a14DdpfTCKU-eIeZg4ZivlqrgzUvif/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing">https://drive.google.com/file/d/1bddU5R7T11T2NcaotQjvdPv8YaZlh6f/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing">https://drive.google.com/file/d/1k38j9erIdD7dLxG99TcqvuXsEj6RIVJM/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing">https://drive.google.com/file/d/106CY7pDu_8Tqd3S2iKveB9Ar0YndNtUK/view?usp=sharing</a>
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	The motion of an object is determined by the interactions between the object and any other objects in the system.	Construct an explanation for the motion of an object based on the interactions that occur between the object and other objects in the system.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Force System Velocity	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Introduction to Motion Speed and Velocity Acceleration Lab: Motion Introduction to Forces Gravity Newton's Laws of Motion Lab: Newton's Laws of Motion Momentum *Supplemental Resources	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1zRU0bUsoRkx8GxfRmhyv4WMRwDlYtnf/view?usp=sharing">https://drive.google.com/file/d/1zRU0bUsoRkx8GxfRmhyv4WMRwDlYtnf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1WkjNcrlSdP-IEfA6VlKq_GE30ZQvaf/view?usp=sharing">https://drive.google.com/file/d/1WkjNcrlSdP-IEfA6VlKq_GE30ZQvaf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1T0jUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing">https://drive.google.com/file/d/1T0jUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Newton's Second Law provides a mathematical model that describes the relationship between the net force on an object, the mass of the object, and the acceleration of the object.	Plan and carry out investigations to show how the mathematical relationship of Newton's Second Law of motion accurately predicts the relationship between the net force on objects, their mass, and the resulting changes in motion.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Acceleration Mass Net Force	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Introduction to Motion Speed and Velocity Acceleration Lab: Motion Introduction to Forces Gravity Newton's Laws of Motion Lab: Newton's Laws of Motion Momentum <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1zRU0bUsoRkx8GxRfXmhyv4WMrwDUytNf/view?usp=sharing">https://drive.google.com/file/d/1zRU0bUsoRkx8GxRfXmhyv4WMrwDUytNf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1WKjNcrlSdP-IEfA6VlKq__GE30ZQvaf/view?usp=sharing">https://drive.google.com/file/d/1WKjNcrlSdP-IEfA6VlKq__GE30ZQvaf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1TojUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing">https://drive.google.com/file/d/1TojUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing</a>
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Newton's Law of Universal Gravitation provides a mathematical model that describes and predicts the effects of gravitational forces acting between masses.	Use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Gravitational forces Mathematical representation Newton's Law of Gravitation	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Introduction to Motion Speed and Velocity Acceleration Lab: Motion Introduction to Forces Gravity Newton's Laws of Motion Lab: Newton's Laws of Motion Momentum <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1zRU0bUsoRkx8GxRfXmhyv4WMrwDUytNf/view?usp=sharing">https://drive.google.com/file/d/1zRU0bUsoRkx8GxRfXmhyv4WMrwDUytNf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1WKjNcrlSdP-IEfA6VlKq__GE30ZQvaf/view?usp=sharing">https://drive.google.com/file/d/1WKjNcrlSdP-IEfA6VlKq__GE30ZQvaf/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1TojUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing">https://drive.google.com/file/d/1TojUfD5n2N1fgMWenSU6gID7av1GgsRV/view?usp=sharing</a>
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Coulomb's Law provides a mathematical model that describes and predicts the effect of electrostatic forces acting between electrically charged objects.	Use mathematical representations of Coulomb's Law to describe and predict the electrostatic forces between objects.	3.2.12.B4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Electrostatic force	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Electric Charge Electric Current Ohm's Law Electric Circuits Magnets and Magnetism Electromagnetism Lab: Magnetic and Electric Fields <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/19Q9ABlcuxaSQ4ABBYWYMrgC4FXKHSD4/view?usp=sharing">https://drive.google.com/file/d/19Q9ABlcuxaSQ4ABBYWYMrgC4FXKHSD4/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1fgeq7ft1b64ulzd5-hnQdQl5f84eZkT/view?usp=sharing">https://drive.google.com/file/d/1fgeq7ft1b64ulzd5-hnQdQl5f84eZkT/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The energy an object has within a system depends on the object's motion and interactions with other objects in that system.	Construct an explanation for the energy of an object has in a system based on the object's motion and the object's interaction with other objects in the system.	3.2.P.B2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Kinetic energy Mechanical energy Potential energy	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Any change in an object's energy is the result of interactions with other objects in a system or a transfer of energy between systems, changing in the total energy of the systems involved.	Develop and use a model to explain how an object's energy is transferred or transformed as objects interact within a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Energy transfer Model System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Any energy gain or loss in a system will result in a corresponding energy loss or gain in another system.	Identify problems and suggest design solutions to optimize the energy transfer between objects or systems of objects.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Design Energy transfer Solution System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAvL570KfsxZzQa/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--m2FqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Mathematical expressions for the kinetic and potential energy of objects allow for the concept of the conservation of energy to be used to describe and predict the behavior of objects in a system.	Construct mathematical models to show how energy is transformed and transferred within a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Mathematical model Transfer Transform	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Mathematical expressions for the kinetic and potential energy of objects allow for the concept of the conservation of energy to be used to describe and predict the behavior of objects in a system.	Plan and carry out an investigation to provide evidence that energy is conserved in a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Conservation of energy Evidence Investigation	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The transfer of energy through interactions of objects or systems of objects cause a change in the momentum of objects or systems of objects.	Generate and analyze data to support the claim that the total momentum of a closed system of objects is conserved.	3.2.P.B2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Elastic collision Impulse Inelastic collision Momentum	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	For any system of interacting objects, the total momentum within the system changes due to transfer of momentum or energy into or out of the system.	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved through the transfer of momentum between objects when there is no net force on the system.	3.2.P.B2 3.2.12B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Claims Mathematical representation Momentum Net force System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Momentum Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	For any system of interacting objects, the total momentum within the system changes due to transfer of momentum or energy into or out of the system.	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	3.2.P.B2 3.2.12B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Macroscopic object	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Momentum Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing">https://drive.google.com/file/d/1Kh0ySEq1UK3oE-ZLNqAVL570KfsxZZoq/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing">https://drive.google.com/file/d/166--mzFqV03tqqP6VrTKLV2kV0Cb0hVe/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	The speed of a wave in any medium is the product of the wave's frequency and wavelength.	Analyze and interpret data to support the claim that the speed of a wave in a medium is the product of the wave's frequency and the wave's wavelength.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Medium Frequency Wave Wavelength	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Wave transmission, reflection, refraction, and/or absorption occurs when waves travel between two different mediums.	Construct explanations for the transmission, reflection, refraction and/or absorption of waves as they pass from one medium to another medium.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Absorption Reflection Refraction Transmission	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Wave transmission, reflection, refraction, and/or absorption occurs when waves travel between two different mediums.	Develop a claim and reasoning supported by evidence that describes the behavior of a wave as it passes from one medium to another medium.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A		Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Objects have natural frequencies and when they are forced to vibrate at a natural frequency they resonate with large vibrations.	Construct an explanation for the application of resonance in everyday phenomena (e.g., waves in a stretched string, speech, the design of all musical instruments).	3.4.10C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Resonance	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	As waves pass through each other they create new waves with characteristics that are derived from the characteristics of the original waves.	Investigate the patterns created when waves of different frequencies combine, and explain how these patterns are used to encode and transmit information	3.4.12C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Constructive interference Destructive interference Encode Superposition	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Electromagnetic waves are particle-like photons that travel through a vacuum at the speed of light and have an energy that is directly proportional to the frequency of the wave.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Electromagnetic wave Particle model Photon Wave model	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/Accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6H2uaEUU9Mh0tF8c-81a3/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic (Taken from Keystone Chemistry)	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Electromagnetic waves are particle-like photons that travel through a vacuum at the speed of light and have an energy that is directly proportional to the frequency of the wave.	Generate and analyze data to support the claim that the energy of an electromagnetic wave is directly proportional to the frequency of the wave.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Electromagnetic wave Frequency Proportional	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Construct explanations for why the wavelength of an electromagnetic waves determines its use for certain applications.	3.2.P.B5 3.2.12.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Electromagnetic wave Pulses Wavelength	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Obtain, evaluate, and communicate information regarding the advantages of using a digital transmission and storage of information.	3.2.P.B5 3.2.12.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Digital transmission Storage	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	3.2.P.B5 3.2.12.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area.	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Matter Technical information Wave behavior Wave interactions	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Introduction to Waves Properties of Waves Wave Interactions Sound Waves Properties of Sound The Electromagnetic Spectrum Properties of Light <i>*Supplemental Resources</i>	Differentiation/Modifications/ accommodations are included in the lesson plan	*Lesson plans aligned to Next Generation Science Standards for Physical Science <a href="https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing">https://drive.google.com/file/d/1KMm_V5BLir6HzuaEUU9Mh0tF8c-81a3/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (red = needs tagged in planbook)	English Language Development Standards	ELD Proficiency Levels	Assessment Anchor (Eligible Content)	Vocabulary	Study Island Topic (Taken from Physics NGSS)	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plan
9-12	Interactions between any two	How can one explain and predict	The motion of an object is	Construct an explanation for the	3.2.P.B1	PA FLD Standard	CanDo-	N/A	Force	Forces and Interactions	Speed and Velocity	Differentiation/Modifications/Accomodations	Velocity
9-12	Interactions between any two	How can one explain and predict	Newton's Second Law provides a	Plan and carry out investigations to	3.2.P.B1	PA FLD Standard	CanDo-	N/A	Acceleration	Forces and Interactions	Speed and Velocity	Differentiation/Modifications/Accomodations	Lab: Force
9-12	Interactions between any two	How can one explain and predict	Newton's Law of Universal	Use mathematical representations	3.2.P.B1	PA FLD Standard	CanDo-	N/A	Gravitational forces	Forces and Interactions	Speed and Velocity	Differentiation/Modifications/Accomodations	Newton's Second Law
9-12	Interactions between any two	How can one explain and predict	Coulomb's Law provides a	Use mathematical representations	3.2.12.B4	PA FLD Standard	CanDo-	N/A	Electrostatic force	Forces and Interactions	Electrostatics	Differentiation/Modifications/Accomodations	Newton's Second Law
9-12	Interactions of objects or	How is energy transferred and	The energy an object has within a	Construct an explanation for the	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Kinetic energy	Energy (Potential & Kinetic)	Speed and Velocity	Differentiation/Modifications/Accomodations	Conservation of Energy
9-12	Interactions of objects or	How is energy transferred and	Any change in an object's energy is	Develop and use a model to explain	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Energy transfer	Energy (Potential & Kinetic)	Work and Power	Differentiation/Modifications/Accomodations	
9-12	Interactions of objects or systems	How is energy transferred and	Any energy gain or loss in a system	Identify problems and suggest	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Design	Energy (Potential & Kinetic)	Work and Power	Differentiation/Modifications/Accomodations	Work and Energy
9-12	Interactions of objects or	How is energy transferred and	Mathematical expressions for the	Construct mathematical models to	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Mathematical model	Energy (Potential & Kinetic)	Work and Power	Differentiation/Modifications/Accomodations	Work and Energy
9-12	Interactions of objects or	How is energy transferred and	Mathematical expressions for the	Plan and carry out an investigation	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Conservation of	Energy (Potential & Kinetic)	Work and Power	Differentiation/Modifications/Accomodations	Conservation of Energy
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The transfer of energy through interactions of objects or systems of objects cause a change in the momentum of objects or systems of objects.	Generate and analyze data to support the claim that the total momentum of a closed system of objects is conserved.	3.2.P.B2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	CanDo- KeyUses-Gr-9-12.pdf	N/A	Elastic collision Impulse Inelastic collision Momentum	Energy (Potential & Kinetic) Energy, Energy Transformations & Conservation, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Speed and Velocity Acceleration Lab: Motion with Constant Introduction to Forces Newton's First and Third Laws Newton's Second Law Lab: Newton's Second Law Impulse and Momentum Conservation of Momentum Lab: Conservation of Linear Momentum Vectors Projectile Motion Universal Law of Gravitation Centripetal Acceleration Circular Motion Orbital Motion Earth-Moon-Sun System Work and Power Potential Energy Kinetic Energy Lab: Kinetic Energy Energy Transformations Conservation of Energy Earth's Energy Budget Temperature and Heat Heat Transfer Conduction Convection Radiation	Differentiation/Modifications/Accomodations are included in the lesson plan	Egg-Drop Experiment <a href="https://drive.google.com/file/d/1Ht0gxaSoKGG0SJTkhORuriFP6oR8b9S/view?usp=sharing">https://drive.google.com/file/d/1Ht0gxaSoKGG0SJTkhORuriFP6oR8b9S/view?usp=sharing</a>
9-12	Interactions of objects or	How is energy transferred and	For any system of interacting	Use mathematical representations	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Claims Mathematical	Energy (Potential & Kinetic)	Speed and Velocity	Differentiation/Modifications/Accomodations	Impulse
9-12	Interactions of objects or systems	How is energy transferred and	For any system of interacting objects,	Apply scientific and engineering ideas	3.2.P.B2	PA FLD Standard	CanDo-	N/A	Macroscopic object	Energy (Potential & Kinetic)	Impulse and Momentum	Differentiation/Modifications/Accomodations	Conservation of Energy
9-12	Waves are a repeating pattern	How are waves used to transfer	The speed of a wave in any medium	Analyze and interpret data to	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Medium Frequency	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Interactions
9-12	Waves are a repeating pattern	How are waves used to transfer	Wave transmission, reflection,	Construct explanations for the	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Absorption Reflection	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Interactions
9-12	Waves are a repeating pattern	How are waves used to transfer	Wave transmission, reflection,	Develop a claim and reasoning	3.2.P.B5	PA FLD Standard	CanDo-	N/A		Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Interactions
9-12	Waves are a repeating pattern	How are waves used to transfer	Objects have natural frequencies	Construct an explanation for the	3.4.10C	PA FLD Standard	CanDo-	N/A	Resonance	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Interactions
9-12	Waves are a repeating pattern of	How are waves used to transfer	As waves pass through each other they	Investigate the patterns created when	3.4.12C	PA FLD Standard	CanDo-	N/A	Constructive	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Interactions
9-12	Waves are a repeating pattern	How are waves used to transfer	Electromagnetic waves are particle-like	Evaluate the claims, evidence, and	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Electromagnetic	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Properties
9-12	Waves are a repeating pattern	How are waves used to transfer	Electromagnetic waves are particle-like	Generate and analyze data to	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Electromagnetic	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Properties
9-12	Waves are a repeating pattern	How are waves used to transfer	Several useful technologies digitize	Construct explanations for why the	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Electromagnetic	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Properties
9-12	Waves are a repeating pattern	How are waves used to transfer	Several useful technologies digitize	Obtain, evaluate, and communicate	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Digital transmission	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Properties
9-12	Waves are a repeating pattern of	How are waves used to transfer	Several useful technologies digitize	Communicate technical information	3.2.P.B5	PA FLD Standard	CanDo-	N/A	Matter	Waves and Electromagnetic	Simple Harmonic Motion	Differentiation/Modifications/Accomodations	Wave Properties

Physics Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	The motion of an object is determined by the interactions between the object and any other objects in the system.	Construct an explanation for the motion of an object based on the interactions that occur between the object and other objects in the system.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Force System Velocity	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Speed and Velocity Acceleration Lab: Motion with Constant Acceleration Introduction to Forces Newton's First and Second Laws Lab: Newton's Second Law Impulse and Momentum Conservation of Momentum Lab: Conservation of Momentum Vectors Projectile Motion Universal Law of Gravitation Centripetal Acceleration Circular Motion Orbital Motion Earth-Moon-Sun System <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Force Lesson Plan</b> <a href="https://drive.google.com/file/d/1QcD2_pg82HG0fk77bjm-c2-xdkYyznWl/view?usp=sharing">https://drive.google.com/file/d/1QcD2_pg82HG0fk77bjm-c2-xdkYyznWl/view?usp=sharing</a>
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Newton's Second Law provides a mathematical model that describes the relationship between the net force on an object, the mass of the object, and the acceleration of the object.	Plan and carry out investigations to show how the mathematical relationship of Newton's Second Law of motion accurately predicts the relationship between the net force on objects, their mass, and the resulting changes in motion.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Acceleration Mass Net Force	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Speed and Velocity Acceleration Lab: Motion with Constant Acceleration Introduction to Forces Newton's First and Second Laws Lab: Newton's Second Law Impulse and Momentum Conservation of Momentum Lab: Conservation of Momentum Vectors Projectile Motion Universal Law of Gravitation Centripetal Acceleration Circular Motion Orbital Motion Earth-Moon-Sun System <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Newton's Second Law</b> <a href="https://drive.google.com/file/d/1hNhg8MSfj_9e8GbVnrtM_JX-Ryif1SWz/view?usp=sharing">https://drive.google.com/file/d/1hNhg8MSfj_9e8GbVnrtM_JX-Ryif1SWz/view?usp=sharing</a>
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Newton's Law of Universal Gravitation provides a mathematical model that describes and predicts the effects of gravitational forces acting between masses.	Use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects.	3.2.P.B1 3.2.P.B6 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Gravitational forces Mathematical representation Newton's Law of Gravitation	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Speed and Velocity Acceleration Lab: Motion with Constant Acceleration Introduction to Forces Newton's First and Second Laws Lab: Newton's Second Law Impulse and Momentum Conservation of Momentum Lab: Conservation of Momentum Vectors Projectile Motion Universal Law of Gravitation Centripetal Acceleration Circular Motion Orbital Motion Earth-Moon-Sun System <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Gravity</b> <a href="https://drive.google.com/file/d/1V3YzgbBzWwVrDabfevPaWUkEMLbpOXa/view?usp=sharing">https://drive.google.com/file/d/1V3YzgbBzWwVrDabfevPaWUkEMLbpOXa/view?usp=sharing</a>

Physics Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Interactions between any two objects can cause changes in one or both of them.	How can one explain and predict interactions between objects within systems?	Coulomb's Law provides a mathematical model that describes and predicts the effect of electrostatic forces acting between electrically charged objects.	Use mathematical representations of Coulomb's Law to describe and predict the electrostatic forces between objects.	3.2.12.B4	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Electrostatic force	Forces and Interactions (Newton's Second Law, Conservation of Momentum, Electric & Gravitational Forces, Electromagnetism)	Electrostatics Coulomb's Law Electric Fields Ohm's Law Electric Circuits Lab: Circuit Design Magnets and Magnetism Magnetic Field and Force Electromagnetic Induction Lab: Electromagnetic Induction Applications of Electromagnetic Induction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Newton's Second Law</b> <a href="https://drive.google.com/file/d/1hNhg8MSfj_9e8GbVnrtM_JX-RyiflSWz/view?usp=sharing">https://drive.google.com/file/d/1hNhg8MSfj_9e8GbVnrtM_JX-RyiflSWz/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The energy an object has within a system depends on the object's motion and interactions with other objects in that system.	Construct an explanation for the energy of an object has in a system based on the object's motion and the object's interaction with other objects in the system.	3.2.P.B2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Kinetic energy Mechanical energy Potential energy	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Potential Energy Kinetic Energy Energy Transformations Conservation of Energy Temperature and Heat Heat Transfer Lab: Mechanical Equivalent of Heat States of Matter Changes of Matter First Law of Thermodynamics Second Law of Thermodynamics <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Energy Skate Activity</b> <a href="https://drive.google.com/file/d/1WbOzIU2uek5pher8dt3w0RNJF1_0u2fj/view?usp=sharing">https://drive.google.com/file/d/1WbOzIU2uek5pher8dt3w0RNJF1_0u2fj/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Any change in an object's energy is the result of interactions with other objects in a system or a transfer of energy between systems, changing in the total energy of the systems involved.	Develop and use a model to explain how an object's energy is transferred or transformed as objects interact within a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Energy transfer Model System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Potential Energy Kinetic Energy Energy Transformations Conservation of Energy Temperature and Heat Heat Transfer Lab: Mechanical Equivalent of Heat States of Matter Changes of Matter First Law of Thermodynamics Second Law of Thermodynamics <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Kinetic Energy</b> <a href="https://drive.google.com/file/d/1YGv9GLZevj9Kvs7386dFdrp_h8MUIWu_p/view?usp=sharing">https://drive.google.com/file/d/1YGv9GLZevj9Kvs7386dFdrp_h8MUIWu_p/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Any energy gain or loss in a system will result in a corresponding energy loss or gain in another system.	Identify problems and suggest design solutions to optimize the energy transfer between objects or systems of objects.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Design Energy transfer Solution System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Potential Energy</b> <a href="https://drive.google.com/file/d/1dlKx7GoVJRPbn-WVulbEo0cn7qvP0Akq/view?usp=sharing">https://drive.google.com/file/d/1dlKx7GoVJRPbn-WVulbEo0cn7qvP0Akq/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Mathematical expressions for the kinetic and potential energy of objects allow for the concept of the conservation of energy to be used to describe and predict the behavior of objects in a system.	Construct mathematical models to show how energy is transformed and transferred within a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Mathematical model Transfer Transform	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Potential Energy Kinetic Energy Energy Transformations Conservation of Energy Temperature and Heat Heat Transfer Lab: Mechanical Equivalent of Heat States of Matter Changes of Matter First Law of Thermodynamics Second Law of Thermodynamics <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Work and Power</b> <a href="https://drive.google.com/file/d/1he5vxLGR_IWglv3jputLpD6GTcne7Z4/view?usp=sharing">https://drive.google.com/file/d/1he5vxLGR_IWglv3jputLpD6GTcne7Z4/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	Mathematical expressions for the kinetic and potential energy of objects allow for the concept of the conservation of energy to be used to describe and predict the behavior of objects in a system.	Plan and carry out an investigation to provide evidence that energy is conserved in a system.	3.2.P.B2 3.2.12.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Conservation of energy Evidence Investigation	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Conservation of Momentum</b> <a href="https://drive.google.com/file/d/1lr3Z4ktLsmE_mmUC-DXhwSevj_2SsD-/view?usp=sharing">https://drive.google.com/file/d/1lr3Z4ktLsmE_mmUC-DXhwSevj_2SsD-/view?usp=sharing</a>

Physics Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	The transfer of energy through interactions of objects or systems of objects cause a change in the momentum of objects or systems of objects.	Generate and analyze data to support the claim that the total momentum of a closed system of objects is conserved.	3.2.P.B2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Elastic collision Impulse Inelastic collision Momentum	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Impulse and Momentum Conservation of Momentum Lab: Conservation of Linear Momentum Work and Power Introduction to Energy Potential and Kinetic Energy Lab: Kinetic Energy Energy Transformations Temperature and Thermal Energy Heat Conduction Convection Radiation Lab: Thermal Energy Transfer <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Egg-Drop Experiment</b> <a href="https://drive.google.com/file/d/10E--RD80j6VmbjyBgnVyoSYdwTtTf16/view?usp=sharing">https://drive.google.com/file/d/10E--RD80j6VmbjyBgnVyoSYdwTtTf16/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	For any system of interacting objects, the total momentum within the system changes due to transfer of momentum or energy into or out of the system.	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved through the transfer of momentum between objects when there is no net force on the system.	3.2.P.B2 3.2.12B2 <b>3.2.12.B6</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Claims Mathematical representation Momentum Net force System	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Impulse and Momentum Conservation of Momentum Lab: Conservation of Linear Momentum Work and Power Potential Energy Kinetic Energy Energy Transformations Conservation of Energy Temperature and Heat Heat Transfer Lab: Mechanical Equivalent of Heat States of Matter Changes of Matter First Law of Thermodynamics Second Law of Thermodynamics <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Conservation of Energy</b> <a href="https://drive.google.com/file/d/1qBN9xdM4v8jghMW-JzAIFCWC-Dgvixo3/view?usp=sharing">https://drive.google.com/file/d/1qBN9xdM4v8jghMW-JzAIFCWC-Dgvixo3/view?usp=sharing</a>
9-12	Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.	How is energy transferred and conserved?	For any system of interacting objects, the total momentum within the system changes due to transfer of momentum or energy into or out of the system.	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	3.2.P.B2 3.2.12B2 <b>3.2.12.B6</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Macroscopic object	Energy (Potential & Kinetic Energy, Energy Transformations & Conservations, Thermal Energy & Heat Transfer, Electric & Magnetic Fields)	Impulse and Momentum Conservation of Momentum Lab: Conservation of Linear Momentum Work and Power Potential Energy Kinetic Energy Energy Transformations Conservation of Energy Temperature and Heat Heat Transfer Lab: Mechanical Equivalent of Heat States of Matter Changes of Matter First Law of Thermodynamics Second Law of Thermodynamics <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Conservation of Energy</b> <a href="https://drive.google.com/file/d/1qBN9xdM4v8jghMW-JzAIFCWC-Dgvixo3/view?usp=sharing">https://drive.google.com/file/d/1qBN9xdM4v8jghMW-JzAIFCWC-Dgvixo3/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	The speed of a wave in any medium is the product of the wave's frequency and wavelength.	Analyze and interpret data to support the claim that the speed of a wave in a medium is the product of the wave's frequency and the wave's wavelength.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area		N/A	Medium Frequency Wave Wavelength	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Simple Harmonic Motion</b> <a href="https://drive.google.com/file/d/1e2PsfwU-XkoWo9shJ462QzUOkMxUHQq/view?usp=sharing">https://drive.google.com/file/d/1e2PsfwU-XkoWo9shJ462QzUOkMxUHQq/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Wave transmission, reflection, refraction, and/or absorption occurs when waves travel between two different mediums.	Construct explanations for the transmission, reflection, refraction and/or absorption of waves as they pass from one medium to another medium.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area		N/A	Absorption Reflection Refraction Transmission	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Wave Interactions</b> <a href="https://drive.google.com/file/d/1ys5YeVXerJKrqC-sA38d6loyQls6e_e7/view?usp=sharing">https://drive.google.com/file/d/1ys5YeVXerJKrqC-sA38d6loyQls6e_e7/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Wave transmission, reflection, refraction, and/or absorption occurs when waves travel between two different mediums.	Develop a claim and reasoning supported by evidence that describes the behavior of a wave as it passes from one medium to another medium.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area		N/A		Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Wave Interactions</b> <a href="https://drive.google.com/file/d/1ys5YeVXerJKrqC-sA38d6loyQls6e_e7/view?usp=sharing">https://drive.google.com/file/d/1ys5YeVXerJKrqC-sA38d6loyQls6e_e7/view?usp=sharing</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Objects have natural frequencies and when they are forced to vibrate at a natural frequency they resonate with large vibrations.	Construct an explanation for the application of resonance in everyday phenomena (e.g., waves in a stretched string, speech, the design of all musical instruments).	3.4.10C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Resonance	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Wave Interactions</b> <a href="https://drive.google.com/file/d/1ys5YeVXerJKrQc-sA38d6loyQs6e_e7/view?usp=sharing">https://drive.google.com/file/d/1ys5YeVXerJKrQc-sA38d6loyQs6e_e7/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	As waves pass through each other they create new waves with characteristics that are derived from the characteristics of the original waves.	Investigate the patterns created when waves of different frequencies combine, and explain how these patterns are used to encode and transmit information	3.4.12C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Constructive interference Destructive interference Encode Superposition	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Wave Interactions</b> <a href="https://drive.google.com/file/d/1ys5YeVXerJKrQc-sA38d6loyQs6e_e7/view?usp=sharing">https://drive.google.com/file/d/1ys5YeVXerJKrQc-sA38d6loyQs6e_e7/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Electromagnetic waves are particle-like photons that travel through a vacuum at the speed of light and have an energy that is directly proportional to the frequency of the wave.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Electromagnetic wave Particle model Photon Wave model	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Electromagnetic waves</b> <a href="https://drive.google.com/file/d/1Rae3oaxbaKwK1yZlQ9_7dy-ZidlhhY5/view?usp=sharing">https://drive.google.com/file/d/1Rae3oaxbaKwK1yZlQ9_7dy-ZidlhhY5/view?usp=sharing</a>

Physics Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Electromagnetic waves are particle-like photons that travel through a vacuum at the speed of light and have an energy that is directly proportional to the frequency of the wave.	Generate and analyze data to support the claim that the energy of an electromagnetic wave is directly proportional to the frequency of the wave.	3.2.P.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Electromagnetic wave Frequency Proportional	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Electromagnetic waves</b> <a href="https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing">https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Construct explanations for why the wavelength of an electromagnetic waves determines its use for certain applications.	3.2.P.B5 <b>3.2.12.B5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Electromagnetic wave Pulses Wavelength	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Electromagnetic waves</b> <a href="https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing">https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing</a>
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and information?	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Obtain, evaluate, and communicate information regarding the advantages of using a digital transmission and storage of information.	3.2.P.B5 <b>3.2.12.B5</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area  <a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>		N/A	Digital transmission Storage	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Electromagnetic waves</b> <a href="https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing">https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlhhY5/view?usp=sharing</a>

Physics Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard (*red indicates need tagged in plan book)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	Study Island Topic	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Sample Lesson Plans
9-12	Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.	How are waves used to transfer energy and	Several useful technologies digitize information by producing, transmitting, and capturing pulses of electromagnetic waves.	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	3.2.P.B5 3.2.12.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	N/A	Matter Technical information Wave behavior Wave interactions	Waves and Electromagnetic Radiation (Wave motion, electromagnetic radiation, waves & technology)	Simple Harmonic Motion Introduction to Waves Wave Properties Wave Interactions Sound Waves Electromagnetic Waves Reflections and Refraction Mirrors Lenses Diffraction Lab: Waves and Diffraction <i>*Supplemental Resources</i>	Differentiation/Modifications/Accomodations are included in the lesson plan	<b>Electromagnetic waves</b> <a href="https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlbhY5/view?usp=sharing">https://drive.google.com/file/d/1Rae3oaxbaKwK1yZIQ9_7dy-ZidlbhY5/view?usp=sharing</a>

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	Vocabulary	Modifications (SpEd; ELL; 504; Enrichment)	Study Island (Curriculum)	Gizmo (Supplemental)	CK-12 (Supplemental)	Lesson Plan List	Instructional Time Allotment
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Compare cellular structure and their functions in prokaryote and eukaryote cells of life.	3.1.B.A1 3.1.B.C2 4.1.3.A 4.1.4.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.1.1.1 Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms	-Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms. -Compare cellular structures and their functions in prokaryotic and eukaryotic cells. -Compare cellular structures and their functions in prokaryotic and eukaryotic cells.	abiotic asexual reproduction biotic eukaryote homeostasis multicellular prokaryote sexual reproduction cell Cell Theory microscope organism prokaryotic eukaryotic plasma membrane cytoplasm cell membrane cell wall centriole chloroplast cytoplasm endoplasmic reticulum Golgi apparatus lysosome	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cell Structure & Organization	Cell Structure Paramecium Homeostasis	<a href="#">2.10 Cell Organization</a>	Cell Transport <a href="https://drive.google.com/file/d/1Xic9wcn55cWSSJddsdzuzy93Pe9SWkha/view?usp=share_link">https://drive.google.com/file/d/1Xic9wcn55cWSSJddsdzuzy93Pe9SWkha/view?usp=share_link</a>	1 period
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Compare cellular structure and their functions in prokaryote and eukaryote cells of life.	3.1.B.A1 3.1.B.A5 3.1.B.C2 4.1.4.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.1.2.1 Compare cellular structures and their functions in prokaryotic and eukaryotic cells.	-Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion). -Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular).		-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cell Structure & Organization	Cell Structure	<a href="#">2.1 Parts of the Cell</a>	Parts of Cell Cell Structure <a href="https://drive.google.com/file/d/1OoHxse39hoC4zPKy32VrMfRE43ozY/view?usp=share_link">https://drive.google.com/file/d/1OoHxse39hoC4zPKy32VrMfRE43ozY/view?usp=share_link</a>	1 period
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Multicellular organisms have a hierarchical structure organization, in which any one system is made up of numerous parts and is itself a component of the next level.	3.1.B.A1 3.1.B.A5 3.1.B.A6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.1.2.2 Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular).	-Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion). -Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular).		-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cell Structure & Organization	Cell Structure	<a href="#">2.8 Cell Structure</a> <a href="#">2.9 Plant Cell Structure</a> <a href="#">2.10 Cell Organization</a>	Parts of Cell Cell Structure <a href="https://drive.google.com/file/d/1OoHxse39hoC4zPKy32VrMfRE43ozY/view?usp=share_link">https://drive.google.com/file/d/1OoHxse39hoC4zPKy32VrMfRE43ozY/view?usp=share_link</a>	4 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	W/in cells, special structures are responsible for particular functions.	3.1.B.A5 3.1.B.A8 4.2.5.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.1.1 Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion). -Explain how factors such as pH, temperature, and	-Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion). -Explain how factors such as pH, temperature, and	polar molecule hydrogen bond cohesion adhesion	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Organic Molecules and Water	Freezing Point of Salt Water Phases of Water Water Cycle	<a href="#">1.19 Water and Life</a>	Chemistry of Life Review Stations <a href="https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link">https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link</a>	1 period
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	3.1.B.A7 3.2.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.2.1 Explain how carbon is uniquely suited to form biological macromolecules.	-Describe how biological macromolecules form from monomers. -Explain how carbon is uniquely suited to form biological macromolecules.	Organic Chemistry Carbon Monomers Polymers Carbohydrate Protein Lipid Nucleic Acid	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Organic Molecules and Water	Element Builder Carbon Cycle	<a href="#">1.9 Significance of Carbon</a>	Significance of Carbon <a href="https://drive.google.com/file/d/1HQE-wpC750C1AQZVROLAm1KD5hPIRspc/view?usp=share_link">https://drive.google.com/file/d/1HQE-wpC750C1AQZVROLAm1KD5hPIRspc/view?usp=share_link</a>	1 period
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	3.1.B.A2 3.1.B.A7 3.1.B.A8 3.1.C.A2 3.1.B.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.2.2 Describe how biological macromolecules form from monomers.	-Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms. -Describe how biological macromolecules form from monomers.	biological macromolecules carbohydrates catalyst dehydration enzymes hydrolysis lipids	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Organic Molecules and Water	Identifying Nutrients	<a href="#">1.10 Carbohydrates</a> <a href="#">1.11 Proteins</a> <a href="#">1.12 Lipids</a> <a href="#">1.13 Nucleic Acids</a>	Chemistry of Life Review Stations <a href="https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link">https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link</a>	
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	3.1.B.A2 3.1.B.A7 3.1.C.A2 3.1.C.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.2.3 Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms.	-Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms. -Describe how biological macromolecules form from monomers.	Organic Chemistry Carbon Monomers Polymers Carbohydrate Protein Lipid Nucleic Acid	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Organic Molecules and Water	Identifying Nutrients	<a href="#">1.10 Carbohydrates</a> <a href="#">1.11 Proteins</a> <a href="#">1.12 Lipids</a> <a href="#">1.13 Nucleic Acids</a>	Chemistry of Life Review Stations <a href="https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link">https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link</a>	
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	3.1.B.A2 3.1.B.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.3.1 Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction.	-Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction. -Explain how factors such as pH, temperature, and concentration levels can affect enzyme function.	Organic Chemistry Carbon Monomers Polymers Carbohydrate Protein Lipid Nucleic Acid	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Enzymes	Cell Energy Cycle	<a href="#">1.17 Enzymes</a> <a href="#">1.18 Enzyme Function</a>	Chemistry of Life Review Stations <a href="https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link">https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products.	3.1.B.A2 3.1.B.A7	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.A.2.3.2 Explain how factors such as pH, temperature, and concentration levels can affect enzyme function.	-Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction. -Explain how factors such as pH, temperature, and concentration levels can affect enzyme function.	Organic Chemistry Carbon Monomers Polymers Carbohydrate Protein Lipid Nucleic Acid	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Enzymes	Cell Energy Cycle Enzymes	<a href="#">1.17 Enzymes</a> <a href="#">1.18 Enzyme Function</a>	Chemistry of Life Review Stations <a href="https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link">https://drive.google.com/file/d/1Dr9f-4WtRQl-YHdXB2FVhJwYUyXzyPs/view?usp=share_link</a>	

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	Vocabulary	Modifications (SpEd; ELL; 504; Enrichment)	Study Island (Curriculum)	Gizmo (Supplemental)	CK-12 (Supplemental)	Lesson Plan List	Instructional Time Allotment
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Photosynthesis is the process in which light energy is transformed into chemical energy; carbon dioxide and water react to form sugar and oxygen.	3.1.B.A2 3.1.B.A5 3.1.C.A1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.3.1.1 Describe the fundamental roles of plastids (e.g., chloroplasts) and mitochondria in energy transformations.	-Discover the inputs and outputs of photosynthesis. -Balance the inputs and outputs of photosynthesis. -Identify where in the cell photosynthesis occurs. -Discover the inputs and outputs of cellular aerobic anaerobic ATP cellular respiration chlorophyll chloroplast cytoplasm	aerobic anaerobic ATP cellular respiration chlorophyll chloroplast cytoplasm	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cellular Energy	Photosynthesis Lab	2.21 Photosynthesis 2.25 Cellular Respiration	Cell Energy Cycle <a href="https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link">https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Sugar molecules are carbohydrates with hydrocarbon backbones. These serve as the basis for amino acids and other larger organic molecules needed by the cell.	3.1.B.A2 3.1.B.A5 3.1.C.A1 4.1.10.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2:	BIO.A.3.2.1 Compare the basic transformation of energy during photosynthesis and cellular respiration.	-Discover the inputs and outputs of photosynthesis. -Balance the inputs and outputs of photosynthesis. -Identify where in the cell photosynthesis occurs. -Discover the inputs and outputs of cellular aerobic anaerobic ATP cellular respiration chemical energy chlorophyll chloroplast cytoplasm	aerobic anaerobic ATP cellular respiration chemical energy chlorophyll chloroplast cytoplasm	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cellular Energy	Photosynthesis Lab Pond Ecosystem	2.21 Photosynthesis 2.25 Cellular Respiration	Cell Energy Cycle <a href="https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link">https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Energy flows through systems by means of chemical reactions. Aerobic cellular respiration involves a series of chemical reactions in which energy in food molecules can be	3.1.B.A2 3.1.C.A1 3.1.C.A2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.3.2.2 Describe the role of ATP in biochemical reactions.	-Describe the fundamental roles of plastids (e.g., chloroplasts) and mitochondria in energy transformations. -Compare the basic transformation of energy during photosynthesis and	aerobic anaerobic ATP cellular respiration chemical energy chlorophyll chloroplast cytoplasm	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cellular Energy	Cell Energy Cycle Cell Types	2.18 Glucose and ATP	Cell Energy Cycle <a href="https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link">https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	3.1.B.A2 3.1.B.A4 3.1.B.A5 3.1.B.A7 3.2.C.A1 3.2.P.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.1 Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell.	-Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell. -Compare the mechanisms that transport	cell transport plasma membrane phospholipid bilayer homeostasis transport proteins hydrophobic hydrophilic passive transport cell transport	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Homeostasis & Transport	Cell Structure Virus Lytic Cycle	2.4 Membrane Proteins	Cell Energy Cycle <a href="https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link">https://drive.google.com/file/d/1ZtU1Fk0umTanxCU_jYUZURr0BF/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	3.1.B.A4 3.1.B.A5 3.1.B.A7 3.2.C.A1 3.2.P.B6	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.2 Compare the mechanisms that transport materials across the plasma membrane (i.e., passive transport—diffusion, osmosis, facilitated diffusion; and active	-Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell. -Compare the mechanisms that transport	cell transport plasma membrane phospholipid bilayer homeostasis transport proteins hydrophobic hydrophilic passive transport cell transport	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Homeostasis & Transport	Osmosis	2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport 2.15 Sodium-Potassium Pump 2.16 Exocytosis and Endocytosis	Cell Transport <a href="https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link">https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	3.1.B.A2 3.1.B.A5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.1.3 Describe how membrane-bound cellular organelles (e.g., endoplasmic reticulum, Golgi apparatus) facilitate the transport of materials within a cell.	-Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell. -Compare the mechanisms that transport	plasma membrane phospholipid bilayer homeostasis transport proteins hydrophobic hydrophilic passive transport cell transport	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Homeostasis & Transport	Cell Structure	2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport 2.15 Sodium-Potassium Pump 2.16 Exocytosis and Endocytosis	Cell Transport <a href="https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link">https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Within cells, special structures are responsible for particular functions.	3.1.B.A5 3.1.B.A8 4.5.4.D 4.2.4.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.A.4.2.1 Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation).	-Describe how the structure of the plasma membrane allows it to function as a regulatory structure and/or protective barrier for a cell. -Compare the mechanisms that transport	plasma membrane phospholipid bilayer homeostasis transport proteins hydrophobic hydrophilic passive transport cell transport	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Homeostasis & Transport	Paramecium Homeostasis	2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport 2.15 Sodium-Potassium Pump 2.16 Exocytosis and Endocytosis	Cell Transport <a href="https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link">https://drive.google.com/file/d/1Xicj9wnc5cWS3JddSduzy93Pe9SWkhq/view?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Mitosis is the process in which individual cells multiply, which allows multicellular organisms to grow. Both daughter cells receive identical genetic information from the original parent cell.	3.1.B.A4 3.1.B.A5 3.1.B.B2 3.1.B.B3 3.1.B.B5 3.1.C.C2 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, metaphase, anaphase, telophase, and cytokinesis.	-Sketch and describe the six stages of the cell cycle: interphase, prophase, metaphase, anaphase, telophase, and cytokinesis. -Explain what occurs in each stage of mitosis.	cell division centriole centromere chromatid chromatin chromosome cytokinesis DNA	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cell Growth & Reproduction	Cell Division	2.31 Cell Division	Cell Division <a href="https://drive.google.com/file/d/1QLRwMPS5VTWOAdDg_SJwC3MA8uX99tLs/v?usp=share_link">https://drive.google.com/file/d/1QLRwMPS5VTWOAdDg_SJwC3MA8uX99tLs/v?usp=share_link</a>	5 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Mitosis is the process in which individual cells multiply, which allows multicellular organisms to grow. Both daughter cells receive identical genetic information from the original parent cell.	3.1.B.A4 3.1.B.A5 3.1.B.B2 3.1.B.B3 3.1.B.B5 3.1.C.C2 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	CanDo-KeyUses-Gr-9-12.pdf	BIO.B.1.1.2 Compare the processes and outcomes of mitotic and meiotic nuclear divisions.	-Sketch and describe the six stages of the cell cycle: interphase, prophase, metaphase, anaphase, telophase, and cytokinesis. -Explain what occurs in each stage of mitosis.	cell division centriole centromere chromatid chromatin chromosome cytokinesis DNA	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Cell Growth & Reproduction	Cell Division	2.31 Cell Division	Cell Division <a href="https://drive.google.com/file/d/1QLRwMPS5VTWOAdDg_SJwC3MA8uX99tLs/v?usp=share_link">https://drive.google.com/file/d/1QLRwMPS5VTWOAdDg_SJwC3MA8uX99tLs/v?usp=share_link</a>	5 periods

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	Vocabulary	Modifications (SpEd; ELL; 504; Enrichment)	Study Island (Curriculum)	Gizmo (Supplemental)	CK-12 (Supplemental)	Lesson Plan List	Instructional Time Allotment
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	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.	3.1.B.B1 3.1.B.B3 3.1.B.B5 3.1.C.C2 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.1.2.1 Describe how the process of DNA replication results in the transmission and/or conservation of genetic information.	-Build a molecule of DNA from a set of components. -Observe how nitrogenous bases bond to form the central "rungs" of the DNA molecule. -Explain how DNA replication occurs. -Build a molecule of DNA from a set of components.	Double helix DNA DNA helicase DNA polymerase Enzyme Mutation Nitrogenous Base Nucleotide Double helix DNA DNA helicase DNA polymerase Enzyme Mutation Nitrogenous Base Nucleotide	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	DNA & Genetics	Building DNA RNA and Protein Synthesis	<a href="#">4.3 DNA Structure and Replication</a>	Cell Structure and Replication <a href="https://drive.google.com/file/d/1D-FMGQwNPiLqSWpu8JuhcWcdCYe0Rpm/view?usp=share_link">https://drive.google.com/file/d/1D-FMGQwNPiLqSWpu8JuhcWcdCYe0Rpm/view?usp=share_link</a>	4 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species'	3.1.B.B1 3.1.B.B2 3.1.B.B3 3.1.B.B5 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.1.2.2 Explain the functional relationships between DNA, genes, alleles, and chromosomes and their roles in inheritance.	-Build a molecule of DNA from a set of components. -Observe how nitrogenous bases bond to form the central "rungs" of the DNA molecule. -Explain how DNA replication occurs.	Double helix DNA DNA helicase DNA polymerase Enzyme Mutation Nitrogenous Base Nucleotide	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	DNA & Genetics	Hardy-Weinberg Equilibrium	<a href="#">4.3 DNA Structure and Replication</a>	Cell Structure and Replication <a href="https://drive.google.com/file/d/1D-FMGQwNPiLqSWpu8JuhcWcdCYe0Rpm/view?usp=share_link">https://drive.google.com/file/d/1D-FMGQwNPiLqSWpu8JuhcWcdCYe0Rpm/view?usp=share_link</a>	4 periods
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population.	3.1.B.B5	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.1.1 Describe and/or predict observed patterns of inheritance (i.e., dominant, recessive, co-dominance, incomplete dominance, sex-linked, polygenic, and multiple alleles).	-Define gene, trait, and allele. -Discover how genes are passed down from parents to offspring. -Distinguish between dominant and recessive traits.	allele DNA dominant allele gene genotype heredity heterozygous homozygous phenotype traits	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Heredity	Mouse Genetics (One Trait) Mouse Genetics (Two Trait) Human Karyotyping Chicken Genetics	<a href="#">3.4 Mendel's Laws</a>	Mendel's laws <a href="https://drive.google.com/file/d/1nAcR5oDum8t4RBGxf8gEUQwZrkouN/view?usp=share_link">https://drive.google.com/file/d/1nAcR5oDum8t4RBGxf8gEUQwZrkouN/view?usp=share_link</a>	5 period
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Although DNA replication is tightly regulated and remarkably accurate, errors do occur and results in mutations, which are also a source of genetic variation.	3.1.B.B1 3.1.B.B2 3.1.B.B3 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.1.2 Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, nondisjunction, duplication, translocation, deletion, insertion, and inversion).	-Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, nondisjunction, duplication, translocation, deletion, insertion, and inversion). -Describe how DNA replication occurs.	chromosomes crossing-over duplication, translocation, deletion, insertion, and inversion) non-homologous chromosomes genes alleles	-Extended wait time -Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Mutation & Genetic Variability	Meiosis STEM Case Study	<a href="#">3.13 Genetic Disorders</a>	Meiosis <a href="https://drive.google.com/file/d/1clcb-4Kn4mmor0XEMEgbbBst6UQFnz-s/view?usp=share_link">https://drive.google.com/file/d/1clcb-4Kn4mmor0XEMEgbbBst6UQFnz-s/view?usp=share_link</a>	2 periods
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How do organisms live, grow, respond to their environment, and reproduce?	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.	3.1.B.B1 3.1.B.B3 3.1.B.B5 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.2.1 Describe how the processes of transcription and translation are similar in all organisms.	-Build a molecule of DNA from a set of components. -Observe how nitrogenous bases bond to form the central "rungs" of the DNA molecule. -Explain how DNA replication occurs.	Double helix DNA DNA helicase DNA polymerase Enzyme Mutation Nitrogenous Base Nucleotide	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	DNA & Genetics	Building DNA RNA and Protein Synthesis	<a href="#">4.3 DNA Structure and Replication</a>	Building DNA <a href="https://drive.google.com/file/d/1QIH11YpFBeP-lyede2NQwUDb-fvTe3Wf/view?usp=share_link">https://drive.google.com/file/d/1QIH11YpFBeP-lyede2NQwUDb-fvTe3Wf/view?usp=share_link</a>	4 periods
11	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	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.	3.1.B.A5 3.1.B.B3 3.1.B.B5 3.1.C.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.2.2 Describe the role of ribosomes, endoplasmic reticulum, Golgi apparatus, and the nucleus in the production of specific types of proteins.	-Build a molecule of DNA from a set of components. -Observe how nitrogenous bases bond to form the central "rungs" of the DNA molecule. -Explain how DNA replication occurs.	Double helix DNA DNA helicase DNA polymerase Enzyme Mutation Nitrogenous Base Nucleotide	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	DNA & Genetics	Building DNA RNA and Protein Synthesis Cell Structure	<a href="#">4.3 DNA Structure and Replication</a>	Building DNA <a href="https://drive.google.com/file/d/1QIH11YpFBeP-lyede2NQwUDb-fvTe3Wf/view?usp=share_link">https://drive.google.com/file/d/1QIH11YpFBeP-lyede2NQwUDb-fvTe3Wf/view?usp=share_link</a>	4 periods
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Although DNA replication is tightly regulated and remarkably accurate, errors do occur and results in mutations, which are also a source of genetic variation.	3.1.B.B1 3.1.B.B3 3.1.C.C2 3.1.C.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.3.1 Describe how genetic mutations alter the DNA sequence and may or may not affect phenotype (e.g., silent, nonsense, frame-shift).	-Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, nondisjunction, duplication, translocation, deletion, insertion, and inversion). -Describe how DNA replication occurs.	phenotype genotype traits DNA chromosomes genes alleles non-homologous gene recombination crossing over	-Extended wait time -Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Mutations & Genetic Variability	Human Karyotyping Meiosis STEM Case Study	<a href="#">3.13 Genetic Disorders</a>	Meiosis <a href="https://drive.google.com/file/d/1clcb-4Kn4mmor0XEMEgbbBst6UQFnz-s/view?usp=share_link">https://drive.google.com/file/d/1clcb-4Kn4mmor0XEMEgbbBst6UQFnz-s/view?usp=share_link</a>	2 periods
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?	Environmental factors can also cause mutations in genes, and viable mutations are inherited.	3.1.B.B4 4.4.7.A 4.4.10.A 4.4.12.A 4.4.7.B 4.4.10.B 4.4.12.B	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1R Select traits related to patterns of inheritance (e.g. blond vs. black hair, short tails vs. long tails)	BIO.B.2.4.1 Explain how genetic engineering has impacted the fields of medicine, forensics, and agriculture (e.g., selective breeding, gene splicing, cloning, genetically modified organisms, gene	-Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, nondisjunction, duplication, translocation, deletion, insertion, and inversion). -Describe how DNA replication occurs.	chromosomes crossing over frame shift mutation chromosome translocation nonsense mutation chromosome inversion point mutation mutation	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Biotechnology	Evolution: Natural and Artificial Selection	N/A	Biotechnology <a href="https://drive.google.com/file/d/1nL7p3osmKHQEsyRfEMl4CLABXHg0HQ-R/view?usp=share_link">https://drive.google.com/file/d/1nL7p3osmKHQEsyRfEMl4CLABXHg0HQ-R/view?usp=share_link</a>	2 periods
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.	3.1.B.C1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. T-rex, woolly mammoth,	BIO.B.3.1.1 Explain how natural selection can impact allele frequencies of a population.	-Observe finch populations and beak shapes during normal years. -Understand how annual rainfall affects the amount and types of available seeds.	adaptation beak depth directional selection drought evolution natural selection range stabilizing selection	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Mechanisms of Evolution	Rainfall and Bird Beaks	<a href="#">5.21 Natural Selection</a>	Rainfall and Bird Beaks <a href="https://drive.google.com/file/d/1nL7p3osmKHQEsyRfEMl4CLABXHg0HQ-R/view?usp=share_link">https://drive.google.com/file/d/1nL7p3osmKHQEsyRfEMl4CLABXHg0HQ-R/view?usp=share_link</a>	2 periods

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	Vocabulary	Modifications (SpEd; ELL; 504; Enrichment)	Study Island (Curriculum)	Gizmo (Supplemental)	CK-12 (Supplemental)	Lesson Plan List	Instructional Time Allotment
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Differential survival and reproduction of organisms in a population that have advantageous heritable traits lead to an increase in future generations having the desired trait(s).	3.1.B.C1 3.1.B.C2	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth,	BIO.B.3.1.2 Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration)	-Observe finch populations and beak shapes during normal years. -Understand how annual rainfall affects the amount and types of available seeds.	adaptation beak depth directional selection drought evolution natural selection range stabilizing selection	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Mechanisms of Evolution	Rainfall and Bird Beaks	5.21 Natural Selection	Rainfall and Bird Beaks <a href="https://drive.google.com/file/d/1ln_Mx35KEONNCGTdGLxYM9TaHVVV-VPO6/view?usp=share_link">https://drive.google.com/file/d/1ln_Mx35KEONNCGTdGLxYM9TaHVVV-VPO6/view?usp=share_link</a>	3 periods
11	Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Natural selection occurs only if there is both a variation in the genetic information between organisms in a population and a variation in the expression of that genetic information (trait variation)	3.1.B.C1 3.1.B.B1	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth,	BIO.B.3.1.3 Explain how genetic mutations may result in genotypic and phenotypic variations within a population.	-Observe finch populations and beak shapes during normal years. -Understand how annual rainfall affects the amount and types of available seeds.	adaptation beak depth directional selection drought evolution natural selection range stabilizing selection	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Mechanisms of Evolution	Rainfall and Bird Beaks	5.21 Natural Selection	Rainfall and Bird Beaks <a href="https://drive.google.com/file/d/1ln_Mx35KEONNCGTdGLxYM9TaHVVV-VPO6/view?usp=share_link">https://drive.google.com/file/d/1ln_Mx35KEONNCGTdGLxYM9TaHVVV-VPO6/view?usp=share_link</a>	
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.	3.1.B.C1 3.1.B.C3 3.1.B.B3	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g. t-rex, woolly mammoth,	BIO.B.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, embryological, physiological, biochemical, and universal genetic code)	-Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, physiological, embryological, biochemical, and universal genetic code). -Distinguish between the scientific terms: hypothesis, inference, law, theory, principle, fact, and observation. -Use an experiment to test a hypothesis. -Adjust hypotheses to	Darwin's theory of evolution evolution (i.e., fossil, anatomical, physiological, biochemical, and universal genetic code) evidence accuracy Controlled Variables Experiment Data Dependent Variable Hypothesis Independent Variable Inference	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Theory of Evolution	Human Evolution - Skull Analysis	5.14 Theory of Evolution	Theory of Evolution <a href="https://drive.google.com/file/d/1_xPCy98M1ZuC2lPF2K9NbnWRUwy26WvIew?usp=share_link">https://drive.google.com/file/d/1_xPCy98M1ZuC2lPF2K9NbnWRUwy26WvIew?usp=share_link</a>	1 period
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Evidence of evolution is found in anatomy, heredity, embryology, and the fossil record.	3.1.B.A9	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.B.3.3.1 Distinguish between the scientific terms: hypothesis, inference, law, theory, principle, fact, and observation.	-Use an experiment to test a hypothesis. -Adjust hypotheses to	Accuracy Controlled Variables Experiment Data Dependent Variable Hypothesis Independent Variable Inference	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Nature of Science Scientific Inquiry	Pattern Finder	1.1 Scientific Method 1.2 Experiment 1.3 Scientific Theories	Pattern Finder <a href="https://drive.google.com/file/d/1wffP1Fyn8R9oaPRWn2ao3LHXfVlphaJvIew?usp=share_link">https://drive.google.com/file/d/1wffP1Fyn8R9oaPRWn2ao3LHXfVlphaJvIew?usp=share_link</a>	5 periods
11	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the	How and why do organisms interact with their environment and what are the effects of these interactions?	Ecosystems have carrying capacities, which are limited to the numbers of organisms and populations they can support.	4.1.4.A 4.1.10.A 4.4.6.A 4.5.3.D 4.1.7.A 4.1.4.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).	-Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere). -Describe characteristic biotic and abiotic components of aquatic	biome biosphere community ecosystem ecosystem population population species	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Ecosystems & Biomes	Forest Ecosystem Pond Ecosystem Prairie Ecosystem	Ecological Organization	Ecological Organization <a href="https://drive.google.com/file/d/1FUw2v4s1p0Cn73-ZXMSQL699eTCvOvIew?usp=share_link">https://drive.google.com/file/d/1FUw2v4s1p0Cn73-ZXMSQL699eTCvOvIew?usp=share_link</a>	1 period
11	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the	How and why do organisms interact with their environment and what are the effects of these interactions?	Matter found in organisms is cycled through food webs, as well as the atmosphere and geosphere through biogeochemical cycles.	4.1.7.A 4.1.4.B 4.1.4.C 4.3.C 4.1.3.A 4.2.10.A 4.4.5.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.B.4.1.2 Describe characteristic biotic and abiotic components of aquatic and terrestrial ecosystems.	-Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere). -Describe characteristic biotic and abiotic components of aquatic	biosphere biome ecosystem community population population organism biotic factors biotic factors	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Ecosystems & Biomes	Coral Reefs 1 - Abiotic Factors Coral Reefs 2 - Biotic Factors	6.1 Ecosystems	Ecosystems <a href="https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link">https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link</a>	
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How and why do organisms interact with their environment and what are the effects of these interactions?	Matter is transferred through organisms in an ecosystem; some is stored, but most is lost.	4.1.4.C 4.1.7.C 4.1.10.C 4.1.12.C 4.1.3.C 4.1.5.C 4.1.5.A	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2:	BIO.B.4.2.1 Describe how energy flows through an ecosystem (e.g., food chains, food webs, energy pyramids).	-Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere). -Describe characteristic biotic and abiotic components of aquatic	biosphere biome ecosystem community population population organism biotic factors biotic factors	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Energy Flow in Ecosystems	Food Chain	6.2 Energy Flow	Ecosystems <a href="https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link">https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link</a>	5 periods
11	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the	How and why do organisms interact with their environment and what are the effects of these interactions?	Competition among species is ultimately competition for the matter and energy needed for life.	4.1.7.A 4.1.10.A 4.5.3.D 4.5.6.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.B.4.2.2 Describe biotic interactions in an ecosystem (e.g., competition, predation, symbiosis).	-Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere). -Describe characteristic biotic and abiotic components of aquatic	biosphere biome ecosystem community population population organism biotic factors biotic factors	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Organism Interactions & Population Dynamics	Forest Ecosystem Pond Ecosystem Prairie Ecosystem Microevolution	6.3 Food Chain	Ecosystems <a href="https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link">https://drive.google.com/file/d/14H-IOWTC7u6rgE0VKc-R7MALoSNvSIzP/view?usp=share_link</a>	
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How and why do organisms interact with their environment and what are the effects of these interactions?	Photosynthesis and cellular respiration are important components of the carbon cycle.	4.1.4.B 4.1.7.B 4.2.5.A 4.2.7.A 4.3.12.A 4.4.3.C 4.5.4.C 4.5.8.C	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	<a href="#">CanDo-KeyUses-Gr-9-12.pdf</a>	BIO.B.4.2.3 Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle).	-Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle). -Describe how ecosystems change in	carbon carbon cycle fossil fuels atmosphere greenhouse effect cellular respiration photosynthesis sedimentation	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Earth's Cycles	Water Cycle Carbon Cycle	6.6 Carbon Cycle 6.7 Nitrogen Cycle	Carbon Cycle <a href="https://drive.google.com/file/d/1zIMMS2U2D9dshfzxE_JwMlsmKfnVhIvIew?usp=share_link">https://drive.google.com/file/d/1zIMMS2U2D9dshfzxE_JwMlsmKfnVhIvIew?usp=share_link</a> Nitrogen Cycle <a href="https://drive.google.com/file/d/1vKp0bAR1UjBRs0t">https://drive.google.com/file/d/1vKp0bAR1UjBRs0t</a>	

Grade	Big Idea Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.	Essential Questions Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Concepts Describe what students should know (key knowledge) as a result of this instruction specific to grade level.	SAS Standard (Enhanced)	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Competencies Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.	Vocabulary	Modifications (SpEd; ELL; 504; Enrichment)	Study Island (Curriculum)	Gizmo (Supplemental)	CK-12 (Supplemental)	Lesson Plan List	Instructional Time Allotment
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Changes to the physical world from both naturally occurring and human generated events can cause adverse effects on biodiversity.	4.1.10.A 4.1.10.B 4.1.12.A 4.1.4.A 4.1.12.C 4.1.4.E 4.1.7.E 4.1.10.E	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2:	BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires).	-Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle). -Describe how ecosystems change in	climax community conservation ecological succession endangered species extinct species fossil fuel global warming greenhouse effect	-Extended time per IEP/504 and/or parent/student request via Assignment Extension Request Form. -Modified assignment when needed per IEP/504.	Environmental Change	Greenhouse Effect Water Pollution	<a href="#">6.6 Carbon Cycle</a> <a href="#">6.7 Nitrogen Cycle</a>	Carbon Cycle <a href="https://drive.google.com/file/d/1zIMMS2U2DU9dxhfzxE_JwMlsmKftnVhI/view?usp=share_link">https://drive.google.com/file/d/1zIMMS2U2DU9dxhfzxE_JwMlsmKftnVhI/view?usp=share_link</a> Nitrogen Cycle <a href="https://drive.google.com/file/d/1vKP0bAR1JJB8sr0tq">https://drive.google.com/file/d/1vKP0bAR1JJB8sr0tq</a>	3 periods
11	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Biodiversity is increased by the formation of new speices (speciation) and decreased by the loss of species (extinction). Biological extinction is a critical factor reducing natural resources for	4.1.4.A 4.1.10.A 4.1.12.A 4.1.7.E 4.1.10.E 4.1.4.E 4.2.10.C 4.5.3.D	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 2: English language learners	Standard Area - ELD 16.4.9-12 Proficiency Level 1: Entering: 16.4.9-12.1W Label a simple diagram of the food chain using graphic support. Proficiency Level 2:	BIO.B.4.2.5 Describe the effects of limiting factors on population dynamics and potential species extinction.	-Describe biotic interactions in an ecosystem (e.g., competition, predation, symbiosis). -Describe the effects of limiting factors on population dynamics and	ecosystem niche habitat speciation ecology abiotic factors biotic factors competitive exclusion	-Extended wait time -Extended time per IEP/504 and/or parent/student request via Assignment Extension - Request Form. -Modified assignment when needed per	Organism Interactions & Popluation Dynamics	Ecosystems STEM Case Study Forest Ecosystem Pond Ecosystem Prairie Ecosystem Microevolution	<a href="#">6.26 Mass Extinction</a>	Ecosystems STEM case <a href="https://drive.google.com/file/d/1IKMqZZQIFWpNt6x8nSWwJDBVXoW_azKN/view?usp=share_link">https://drive.google.com/file/d/1IKMqZZQIFWpNt6x8nSWwJDBVXoW_azKN/view?usp=share_link</a>	5 periods



2024 -2029 Charter Renewal Application

K-12 Curriculum Framework for History



2023 -2024 Charter Renewal Application

Elementary Social Studies Framework

(1 of 41 Pages)

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
K						2022/2023 curriculum map		K12 Online School, Reading A- IXL Z, Nearpod			
<b>Principles and Documents of Government</b>											
K	5.1 Principles and Documents of Government: Government is the protection or abridgement of balancing rights, liberty, and freedom.	Why do we have rules?	Power and authority are to be distinguished from one another.	Explain the purpose of rules.	5.1.K.A Explain the purpose of rules.	Week 3	rules, laws, expectations, consequences	8.1 Rules and Laws A 8.2 Rules and Laws B	Rules and Laws 7XS	Extended time Translation applications Visuals	<a href="#">5.1.K.A</a>
		What do rules do?		Explain the need for rules.	5.1.K.B Explain the need for rules.			8.1 Rules and Laws A 8.2 Rules and Laws B			Rules and Laws 7XS
		How do I respect others?		Define respect for self and others.	5.1.K.C Define respect for self and others.	weeks 1-4	right, responsibility, rights	1.8 Our Community Wrap Up			<a href="#">5.1.K.C</a>
		How can I be a responsible student?		Demonstrate responsibilities in the classroom.	5.1.K.E Demonstrate responsibilities in the classroom.	weeks 1-4		8.3 Rights and Responsibilities 8.4 Rights and Responsibilities			<a href="#">5.1.K.E</a>
		What are the significant American holidays?		Identify significant American holidays and their symbols.	5.1.K.F Identify significant American holidays and their symbols.	weeks 1-4	holidays, symbols, American, independence	5.1 Important Symbols 5.2 Important symbols 5.3 Holidays 5.4 Holidays	Martin Luther King Jr. Day 62S Independence Day ET9 Identify American		<a href="#">5.1.K.F</a>
<b>Rights and Responsibilities of Citizenship</b>											
K	5.2 Rights and Responsibilities of Citizenship: People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity.	What are my responsibilities as a student?	Rights and Responsibilities of Citizenship	Identify responsibilities at school.	5.2.K.A Identify responsibilities at school.	Week 1	rights, behavior, student, school, social studies	8.3 Rights and Responsibilities 8.4 Rights and Responsibilities		Extended time Translation applications Visuals Assistive technology	<a href="#">5.2.K.A</a>
		How do I solve a problem?		Identify a problem and discuss possible solutions.	5.2.K.B Identify a problem and discuss possible solutions.	Week 1		problem, solution			8.5 Working Together 8.6 Working Together
		What is leadership and service in the classroom?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Identify classroom projects/activities that support leadership and service.	5.2.K.C Identify classroom projects/activities that support leadership and service.	week 11	community, citizens, address, rules, expectations, consequences	8.7 Citizenship			<a href="#">5.2.K.C</a>
		How do we behave in the classroom environment?		Explain responsible classroom behavior.	5.2.K.D Explain responsible classroom behavior.	Week 1-4		8.8 Our Society		<a href="#">5.2.K.D</a>	
		What is the role of adults at home and school?		Identify the role of adults in authority at home or in school.	5.3.K.B Identify the role of adults in authority at home or	Week 2		Authority	1.1 Home and Family 1.2 Home and Family		<a href="#">5.3.K.B</a> <a href="#">5.3.K.B-2</a>
		What are the roles of individuals in the community?	Identify roles of firefighters, police officers, and emergency workers	Identify and explain behaviors for responsible classroom citizens.	5.3.K.C Identify roles of fire fighters, police officers, and emergency workers	Weeks 8 -9	fire fighter, police officer, emergency workers	9.5 Work in the Community 9.6 Workin the community	Jobs Community Helpers Do JTF Government		<a href="#">5.3.K.C</a> <a href="#">5.3.K.C-2</a>
		How do classroom citizens behave in the classroom?		Identify and explain behaviors for responsible classroom citizens.	5.3.K.F Identify and explain behaviors for responsible classroom citizens.	Week 3		Rules, responsibility, citizen		9.5 Work in the Community 9.6 Workin the community	<a href="#">5.3.K.F</a>
<b>How International Relationships Function</b>											
K	5.4 How International Relationships Function: Citizens balancing their freedom and liberties in one form of government create	What is conflict?	There are benefits and consequences of relationships between various forms of	Identify conflict in the classroom.	5.4.K.A Identify conflict in the classroom.	Week 7	Conflict	8.5 Working Together 8.6 Working Together		Extended time Translation applications Visuals Assistive technology	<a href="#">5.4.K.A</a>
		How do we resolve conflict?		Identify how students can work together.	5.4.K.B Identify how students can work together.	Week 5-6		Conflict, society,			8.5 Working Together 8.6 Working Together

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
		actions that will impact									
			government.								
<b>Economic Systems</b>											
K	6.1 Economic Systems: A government's influence in economic performance impacts the balance of freedom and liberty.	How does scarcity influence my choices? What is the difference between wants and needs? What are choices? How do others influence choices?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Identify how scarcity influences choice. Identify family wants and needs. Identify choices to meet needs Identify a choice based on family interest.	6.1.K.A Identify how scarcity influences choice. 6.1.K.B Identify family wants and needs. 6.1.K.C Identify choices to meet needs 6.1.K.D Identify a choice based on family interest.	Week 38-39 Week 38-39 Week 38-39 Week 38-39	choices, scarcity need, want, barter need, want, barter need, want, barter, choice, interest	9.1 Needs and Wants 9.2 Needs and Wants 9.1 Needs and Wants 9.2 Needs and Wants 9.1 Needs and Wants 9.2 Needs and Wants 9.1 Needs and Wants 9.2 Needs and Wants LIT Unit 3 Lesson 4: A Chair for My Mother (A) LIT Unit 3 Lesson 5: A Chair for My Mother (B)	Scarcity KN5 Needs and Wants MZW Needs and Wants MZW	Extended time Translation applications Visuals Assistive technology	<a href="#">6.1.K.A</a> <a href="#">6.1.K.B</a> <a href="#">6.1.K.B-2</a> <a href="#">6.1.K.C</a> <a href="#">6.1.K.D</a> <a href="#">6.1.K.D-2</a>
<b>Markets and Functions of Government</b>											
K	6.2 Markets and Functions of Governments: The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	What are goods and consumers? What are advertisements and how do they impact my purchases? What is currency?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Identify goods and consumers. Identify advertisements that encourage us to buy things. Identify currency and how it is used.	6.2.K.A Identify goods and consumers. 6.2.K.C Identify advertisements that encourage us to buy things. 6.2.K.D Identify currency and how it is used.	Week 39 Week 39 Week 15-16	Bartering, trading, money, currency advertisement currency, coin, bill, dollar, nickel, dime, penny, quarter	Reading A-Z: To The Store Reading A-Z: We Buy Reading A-Z: Signs Are Everywhere 9.3 Bartering and Using Money 9.4 Bartering and Using Money	Goods and Services LW6 Producers and Consumers BXA	Extended time Translation applications Visuals Assistive technology	<a href="#">6.2.K.A</a> <a href="#">6.2.K.C</a> <a href="#">6.2.K.D</a>
<b>Scarcity and Choice</b>											
K	6.3 Scarcity and Choice: Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	What products are produced in Pennsylvania?	Scarcity and choice affect the allocation of resources.	Identify products produced in the region or state.	6.3.K.D Identify products produced in the region or state.	Week 15-16	Pennsylvania, documents, artifacts, goods	Nearpod :Getting To Know Pennsylvania Nearpod: Goods and Services Nearpod: Goods and Services with Pictures Nearpod: Goods and Services	Natural Resources KZT	Extended time Translation applications Visuals Assistive technology	<a href="#">6.3.K.D</a>
<b>Economic Interdependence</b>											

Kindergarten Social Studies Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
K	6.4 Economic Interdependence: The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	What roles are within the family?	Trading Ideas, goods, and services affect decisions and events in many areas.	Identify the specialized role performed by each member of the family.	6.4.K.A Identify the specialized role performed by each member of the family.	Week 10	Family, home	1.1 Home and Family 1.2 Home and Family 1.8 Our Community	Jobs community helpers do JTF	Extended time Translation applications Visuals Assistive technology	<a href="#">6.4.K.A</a>
		What are my wants and needs?		Identify individual wants and needs.	6.4.K.D Identify individual wants and needs.	Week 38	wants, needs	LIT Unit 3 Lesson 4: A Chair for My Mother (A) 9.1 Needs and Wants 9.2 Needs and Wants	Needs and Wants MZW		<a href="#">6.4.K.D</a>
	6.5 Work and Earnings: The work and earnings in various markets impact the balance of freedom and liberty.	Who are the volunteers in my community?	There are costs and benefits from all choices in society.	Identify individuals who volunteer in the community.	6.5.K.A Identify individuals who volunteer in the community.	Week 9	volunteer, service, community	9.6 Work in the Community B Wrap Up			<a href="#">6.5.K.A</a>
		What goods and services are in my community?		Identify goods and services provided by local businesses	6.5.K.C Identify goods and services provided by local businesses	Week 9	community, services, goods, business, local	1.4 Community and Culture 1.5 Community and Culture LIT Unit 3 Lesson 8: Lola at the Library (A)	Goods and Services LW6 Producers and Consumers BXA		<a href="#">6.5.K.C</a>
<b>Basic Geographic Literacy</b>									Extended time Translation applications Visuals Assistive technology		
K	7.1 Basic Geographic Literacy: Geographic tools are constructs of man to represent time, space and place.	How do I use a map?	Geographic tools were created to study earth's phenomena.	Interpret a simple map of a known environment.	7.1.K.A Interpret a simple map of a known environment.	Week 12-13	map, town, neighborhood	2.3 Maps and Globes 2.4 Maps and Globes		<a href="#">7.1.K.A</a>	
				Describe the location of places in the home, school, and community to gain an understanding of relative location.	7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.	Week 12-13	map, town, neighborhood	2.7 Exploring our World	Left and Right JR6	<a href="#">7.1.K.B</a>	
<b>Physical Characteristics of Places &amp; Regions</b>											
K	7.2 Physical Characteristics of Places and Regions: The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How are homes and businesses different?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	7.2.K.A Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	Week 29	Earth, regions, ocean, mountains, valleys	2.7 Exploring our World	Compare Cities and Rural Areas UQK Identify Human and Physical Features JLT	<a href="#">7.2.K.A</a> <a href="#">7.2.K.A-2</a>	
				Identify land and water forms.	7.2.K.B Identify land and water forms.	Week 29 Week 30-31	Earth, regions, ocean, mountains, valleys..... Continents	2.5 Oceans and Landforms 2.6 Identify Earth's Land Features Identify Earth's Water Features	CRQ	<a href="#">7.2.K.B</a>	
<b>Human Characteristics of Places &amp; Regions</b>											

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
K	7.3 Human Characteristics of Places and Regions: Geographic features influence human activities in exercising freedom and	How does the weather affect my life?	People are dependent on physical features, resources and places for	Describe how weather affects daily life.	7.3.K.A Describe how weather affects daily life.	Week 31	continent, earth, ocean, mountains, natural disaster	2.2 The Earth		<a href="#">7.3.K.A</a>	
<b>Interactions Between People &amp; the Environment</b>											
K	7.4 Interactions Between People and the Environment: People will use physical features, natural resources, and locations to influence their freedom and liberty.	How do local bodies of water and landforms impact my community?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	7.4.K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	Week 29 & 31	Earth, regions, ocean, mountains, valleys	2.5 Oceans and Landforms	Identify Earth's land features JWB Identify Earth's water features CRQ Identify human and physical	<a href="#">7.4.K.A</a>	
<b>Historical Analysis &amp; Skills Development</b>											
K	8.1 Historical Analysis and Skills Development: The study of the past gives information for today to make choices for liberty and freedom.	What is a chronological sequence?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Identify chronological sequence through days, weeks, months, and years (calendar time).	8.1.K.A Identify chronological sequence through days, weeks, months, and years (calendar time).	Week 20-21	past, present, future, timeline, sequence, days, weeks, months, years, calendar	3.1 Past Present Future 3.2 Past Present Future Math Unit 2 Lesson 1-5: Clocks and Calendars A-E	Days of the week ZN7 Months of the year J7E	Extended time Translation applications Visuals Assistive technology	<a href="#">8.1.K.A</a>
		How are facts and opinions different?		With guidance and support, differentiate facts from opinions as related to an event.	8.1.K.B With guidance and support, differentiate facts from opinions as related to an event.	Week 25	honesty, fact, opinion	6.3 Honest Abe Abraham Lincoln 4.5 Meet some Americans A 4.6 Meet some Americans B		<a href="#">8.1.K.B</a>	
		How do I locate information that I do not know?		Explain how to locate information in a source.	8.1.K.C Explain how to locate information in a source.	Week 22	table of contents	3.3 Sources of the Past 3.4 Sources of the Past		<a href="#">8.1.K.C</a>	
<b>Pennsylvania History</b>											
K	8.2 Pennsylvania History: The study of the past gives information for today to make choices for liberty and freedom.	Who are authority figures?	The study of history is the story of the struggle to balance freedom and liberty.	Identify people in authority.	8.2.K.A Identify people in authority.	Week 13	Authority	Nearpod: Getting To Know Pennsylvania	Extended time Translation applications	<a href="#">8.2.K.A</a>	
		What is unique to Pennsylvania?		Examine photographs of documents, artifacts, and places unique to Pennsylvania.	8.2.K.B Examine photographs of documents, artifacts, and places unique to Pennsylvania.	Week 13	Unique, state capital, state bird, state animal, state flower, state fish	Nearpod: Getting To Know Pennsylvania	Visuals Assistive technology	<a href="#">8.2.K.B</a>	
		What is conflict?		Demonstrate an understanding of conflict.	8.2.K.D Demonstrate an understanding of conflict.	Week 20	Conflict, resolution, Revolutionary War, Colonies	4.3 Becoming a Nation B LIT Unit 4 Lesson 1: "Their Homes Were Their Castles" (A)		<a href="#">8.2.K.D</a>	



Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Civics and Government:</b>										
1	<u>5.1 Principles and Documents of Government:</u> Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	5.1.1.A. Explain the purposes of rules in the classroom and school community.	Principle	-Rules and Laws	<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lesson: 1-4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 1.9.23.pdf</a>
					5.1.1.B. Explain the importance of rules in the classroom.	Common or Public Good Authority		<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lessons: 1-4		<a href="#">Huegel SS 1.9.23.pdf</a>
					5.1.1.C. Define equality and the need to treat everyone equally.	Civil Rights Equality Freedom Rights		<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lesson: 1		<a href="#">Barnett SS 1.9.23.pdf</a>
					5.1.1.D. Explain the importance of written rules and laws.	Citizen Authority		<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lessons: 1-4		<a href="#">Huegel SS 1.9.23.pdf</a>
					5.1.1.E. Describe students' responsibilities in the school and community.	Citizen		<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lessons: 1-7  <b>OLS ELA Course:</b>		<a href="#">Barnett SS 1.17.23.pdf</a>
					5.1.1.F. Identify national symbols.	State Liberty	-Identify American Symbols -Identify American	<b>OLS Social Studies Course:</b> Unit 4 "The United States" Lessons: 1-5		<a href="#">Huegel SS 11.22.22.pdf</a>
1	<u>5.2 Rights and Responsibilities of Citizenship:</u> People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity.	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	5.2.1.A. Identify and explain the importance of responsibilities at school and at home.	Citizen Citizenship Responsibility		<b>OLS Social Studies Course:</b> Unit 5 "Understanding Citizenship" Lessons: 1-4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 1.17.23.pdf</a>
					5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance.	Conflict Resolution		<b>OLS ELA Course:</b> Unit 10 "Little People Can Do Big Things" Lessons: 1-3		<a href="#">Barnett ELA 1.18.23 (cross curricular).pdf</a>
					5.2.1.C. Identify school projects/ activities that support leadership and public service	Leadership Citizen Freedom		<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lesson: 7		<a href="#">Barnett SS 1.31.23.pdf</a>
					5.2.1.D. Explain responsible school behavior.	Responsibility		<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lessons: 1-5		<a href="#">Barnett SS 1.24.23.pdf</a>
1	<u>5.3 How Government Works:</u> The workings of government vary dependent on how the government	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem	5.3.1.A. Identify the roles of local government (fire, police, etc.).	Government Leadership Authority		<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lessons: 3, 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel Boost SS 10.6.22.pdf</a>
					5.3.1.B. Identify the services of local government.	Government	-Government and Services			

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	The government has the authority to govern.		The interest of citizens in liberty and security.	rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	5.3.1.C. Identify the value of fire fighters, police officers and emergency workers in the community.	Common or Public Good		<b>Teacher Supplementation:</b> Fire Safety Lesson	Lesson available in lesson plan	<a href="#">Huegel Boost SS 10.6.22.pdf</a>
					5.3.1.D. Identify positions of authority in the classroom community.	Authority	<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lessons: 1-4	<a href="#">Barnett SS 1.10.23.pdf</a>		
					5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the community.		<b>Teacher Supplementation:</b> Iggy Peck Architect Book	<a href="#">Huegel Boost SS 4.13.23.pdf</a>		
					5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.		<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lessons: 1-7	<a href="#">Barnett SS 1.30.23.pdf</a>		
					5.3.1.G. Intentionally Blank		N/A	N/A		
					5.3.6.H. Explain how information/news is conveyed to the public.					
					5.3.1.I. Provide examples of taxation.					
					5.3.6.J. Describe situations where voting eases conflict.					
					5.4.1.A. Identify ways to avoid conflict.					
					5.4.1.B. Describe how classrooms can work together.		<b>OLS Social Studies Course:</b> Unit 5: "Understanding Citizenship" Lesson: 7			
5.4.1.C. Intentionally Blank		N/A								
5.4.1.D. Identify different means of receiving information/news.										
5.4.1.E. Explain how a classroom community reaches compromise.										
1	<b>5.4 How International Relationships Function:</b> Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	5.4.1.A. Identify ways to avoid conflict. 5.4.1.B. Describe how classrooms can work together. 5.4.1.C. Intentionally Blank 5.4.1.D. Identify different means of receiving information/news. 5.4.1.E. Explain how a classroom community reaches compromise.			-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 1.31.23.pdf</a>  N/A	
<b>Economics:</b>										

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	<u>6.1 Economic Systems:</u> A government’s influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	6.1.1.A. Identify scarcity of resources within the family.	Resources		<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 3, 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words	<a href="#">Barnett SS 2.13.23.pdf</a>
					6.1.1.B. Identify classroom wants and needs.	Wants	-Needs and wants	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 3, 4	-Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 2.14.23.pdf</a>
					6.1.1.C. Identify choice based on needs versus wants.	Wants	-Needs and wants	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1-4, 7		<a href="#">Huegel SS 2.6.23.pdf</a>
					6.1.1.D. Identify a choice based on classroom interest.		-Scarcity and choices	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lesson: 2		
1	<u>6.2 Markets and Functions of Governments:</u> The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government’s influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	6.2.1.A. Identify goods, consumers, and producers.	Consumer	-Producers and consumers	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1, 2, 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words	<a href="#">Huegel SS 2.28.23.pdf</a>
					6.2.1.B. Intentionally Blank			N/A	-Text Transcript -Individualized modifications per lesson available in lesson plan	N/A
					6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.	Want Demand				
					6.2.1.D. Explain the role of money in determining price.	Cost Price				
					6.2.1.E. Identify the impact on a community when a business opens.					
					6.2.1.F. Intentionally Blank				N/A	
					6.2.1.G. Define an economic system at the individual level.					
1	<u>6.3 Scarcity and Choice:</u> Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking	6.3.1.A. Identify examples of goods and services.	Goods Services	-Goods and services	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1, 2, 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words	<a href="#">Huegel SS 2.28.23.pdf</a>
					6.3.1.B. Intentionally Blank			N/A	-Text Transcript -Individualized modifications per lesson available in lesson plan	N/A
					6.3.1.C. Intentionally Blank			N/A		N/A

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				across time and space (temporal)	6.3.1.D. Identify products produced in the United States.			<b>OLS Social Studies Course:</b> Unit 4 "The United States" Lessons: 1, 2		<a href="#">Huegel SS 11.22.22.pdf</a>
1	<b>6.4 Economic Interdependence:</b> The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	6.4.1.A. Identify specialization of work in the community. 6.4.1.B. Intentionally Blank 6.4.1.C. Intentionally Blank 6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.	Want	-Needs and wants	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1-4, 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	N/A N/A <a href="#">Barnett SS 2.13.23.pdf</a>
1	<b>6.5 Work and Earnings:</b> The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	6.5.1.A. Identify individuals who work for wages in the community. 6.5.1.B. Identify different jobs and the purpose of each. 6.5.1.C. Identify businesses and their corresponding goods and service. 6.5.1.D. Identify ways to earn money. 6.5.1.E. Describe what tools (tangible assets) are necessary to complete a task. 6.5.1.F. Identify buyers and sellers (people) buy and sell things. 6.5.1.G. Explain the need to save money. 6.5.1.H. Intentionally Blank	Goods Services	-Jobs community helpers do -Goods and services -Tools community helpers use	<b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 5, 6 <b>Teacher Supplementation:</b> Guidance Counselor Career Assembly <b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1, 2, 7 <b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 5, 6, 7 <b>OLS ELA Course:</b> Unit 10 "Little People Can Do Big Things" Lessons: 1-3 <b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 1, 2, 7 <b>OLS Social Studies Course:</b> Unit 6 "Participating in the Economy" Lessons: 5, 6, 7 N/A	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 2.21.23.pdf</a> <a href="#">Huegel SS 2.28.23.pdf</a> <a href="#">Barnett SS 2.21.23.pdf</a> <a href="#">Barnett ELA 1.19.23 (cross curricular).pdf</a> <a href="#">Barnett SS 2.6.23.pdf</a> <a href="#">Barnett SS 2.28.23.pdf</a> N/A
<b>Geography:</b>										

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	<u>7.1 Basic Geographic Literacy:</u> Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	7.1.1.A. Identify geographic tools.	Geographic Tools Globes Location Maps	-Use cardinal directions	<b>OLS Social Studies Course:</b> Unit 1 "My Great Big World" Lessons: 4, 5 Unit 2 "Our Community" Lesson: 1, 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 9.12.22.pdf</a>
					7.1.1.B. Describe places in geographic reference in physical features.	Places Location	-Identify Earth's land features -Identify Earth's water features	<b>OLS Social Studies Course:</b> Unit 1 "My Great Big World" Lessons: 2, 3, 6 Unit 2 "Our Community" Lessons: 1-4		<a href="#">Barnett SS 9.13.22.pdf</a>
1	<u>7.2 Physical Characteristics of Places and Regions:</u> The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	7.2.1.A. Identify physical characteristics in the community and region.	Region		<b>OLS Social Studies Course:</b> Unit 1 "My Great Big World" Lesson: 6 Unit 2 "Our Community" Lessons: 1-4, 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 9.26.22.pdf</a>
					7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.	Places		<b>OLS Social Studies Course:</b> Unit 1 "My Great Big World" Lesson: 6 Unit 2 "Our Community" Lessons: 3-6		<a href="#">Barnett SS 10.11.22.pdf</a>
1	<u>7.3 Human Characteristics of Places and Regions:</u> Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking	7.3.1.A. Identify the local climate and how it determines the way people live.	Climate		<b>OLS Social Studies Course:</b> Unit 2 "Our Community" Lessons: 5, 6 Unit 7 "Our Distant Past" Lessons: 1-2 Unit 9 "More Early Civilizations" Lessons: 3-4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 10.18.22.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
1	<u>7.4 Interactions Between People and the Environment:</u> People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	7.4.1.A. Describe how lakes, rivers, and streams impact people.			<b>OLS Social Studies Course:</b> Unit 2 "Our Community" Lessons: 3, 4 Unit 7 "Our Distant Past" Lessons: 3-7 Unit 8 "Early Civilizations" Lessons: 1, 2, 5, 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Barnett SS 10.17.22.pdf</a>
					7.4.1.B. Intentionally Blank			N/A		N/A
<b>History:</b>										
1	<u>8.1 Historical Analysis and Skills Development:</u> The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	8.1.1.A. Demonstrate an understanding of chronology.	Chronologic		<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lessons: 1-4  <b>Teacher Supplementation:</b> Veteran's Day Lesson	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 10.31.22.pdf</a>
					8.1.1.B. Identify a problem or dilemma surrounding an event.			<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lessons: 1-4  <b>OLS ELA Course:</b> Unit 7 "In Space" Lessons: 5, 6		<a href="#">Huegel SS 11.1.22.pdf</a>
					8.1.1.C. Identify sources of historical information.	Source		<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lessons: 5, 6		<a href="#">Huegel SS 11.14.22.pdf</a>
1	<u>8.2 Pennsylvania History:</u> The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	8.2.1.A. Identify groups of people who contribute to a community.			<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lesson: 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel Boost SS 11.10.22.pdf</a>
					8.2.1.B. Identify symbols, slogans, or mottos that are representative of the state.			<b>Teacher Supplementation:</b> National Anthem Lesson		<a href="#">Huegel SS 12.5.22.pdf</a>
					8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.	Culture	-Martin Luther King Jr. Day -Independence Day	<b>Teacher Supplementation:</b> Veteran's Day Lesson		<a href="#">Huegel Boost SS 11.10.22.pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL Topics	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					8.2.1.D. Identify historical conflict in the community.	Conflict				
1	<u>8.3 United States History:</u> The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	8.3.1.A. Identify Americans who played a significant role in American history.			<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lessons: 5, 6 Unit 4 "The United States" Lesson: 3  <b>OLS ELA Course:</b> Unit 11 "Ben Franklin, American Inventor" Lessons: 1-3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 11.15.22.pdf</a>
					8.3.1.B. Identify American landmarks and their significance.			<b>OLS Social Studies Course:</b> Unit 4 "The United States" Lesson: 2  <b>Teacher Supplementation:</b> 100th Day of School Lesson		<a href="#">Huegel SS 2.7.23.pdf</a>
					8.3.1.C. Identify examples of change.	Change		<b>OLS Social Studies Course:</b> Unit 3 "Learning About the Past" Lessons: 2, 4, 5, 7  <b>Teacher Supplementation:</b> 100th Day of School Lesson		<a href="#">Huegel SS 2.7.23.pdf</a>
					8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices.	Conflict				
1	<u>8.4 World History:</u> The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	8.4.1.A. Explain why cultures celebrate.	Culture		<b>OLS Social Studies Course:</b> Unit 4 "The United States" Lessons 5-7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Huegel SS 12.12.22.pdf</a>
					8.4.1.B. Explain the importance of world landmarks.			<b>OLS Social Studies Course:</b> Unit 7 "Our Distant Past" Lesson: 7 Unit 8 "Early Civilizations" Lessons: 1, 2, 4, 5 Unit 9 "More Early Civilizations" Lesson: 2		<a href="#">Barnett SS 4.11.23.pdf</a>
					8.4.1.C. Identify holidays and ceremonies of selected world cultures.	Culture		<b>OLS Social Studies Course:</b> Unit 4 "The United States" Lessons 5-7		<a href="#">Huegel SS 12.13.22.pdf</a>
					8.4.1.D. Describe examples of conflict and cooperation in the classroom community.	Conflict		<b>OLS ELA Course:</b> Unit 10 "Little People Can Do Big Things" Lessons: 1-3		<a href="#">Barnett ELA 1.23.23 (cross curricular).pdf</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	ixi Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Rules and laws	What are rules and consequences?	Identify those who make and enforce laws. Personal and civic responsibility are important in community life.	Explain the purposes of rules and their consequences in the classroom and school community.	5.1.2.A Explain the purposes of rules and their consequences in the classroom and school community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success</i> in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">7U6_Purpose of Government</a>	rules consequence community	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lessons 3, 4, 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.1.2.A</a>
2	Rules and laws	Why are rules important?	Rules and laws in the community. Personal and civic responsibility are important in community life.	Explain the importance of rules in the classroom and school community	5.1.2.B Explain the importance of rules in the classroom and school community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success</i> in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">7U6_Purpose of Government</a>	rules importance community	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lessons 3, 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.1.2.B</a>
2	Rules and laws	What is fairness?	Local governments balance individual rights with the common good to solve local community problems.	Define fairness in working with others	5.1.2.C Define fairness in working with others.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success</i> in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">7U6_Purpose of Government</a>	balance individual common good solve problem community	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.1.2.C</a>
2	Rules and laws	Why are rules written down for everyone to see?	Local governments enforce laws	Explain why school rules are written and posted	5.1.2.D Explain why school rules are written and posted.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success</i> in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">7U6_Purpose of Government</a>	posted enforce local government	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.1.2.D</a>
2	Civic Responsibility	What do I need to do to be a good citizen as a 2nd grade student?	Good citizenship at a second-grade level. Basic responsibilities of citizenship	Describe citizens' responsibilities to the state of PA and the nation	5.1.2.E Describe citizens' responsibilities to the state of Pennsylvania and the nation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">76E_State government</a> <a href="#">4G9_Federal government</a>	citizen responsibility nation state	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript	<a href="#">Civic Responsibility 5.1.2.E</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Symbols	What are the symbols that are important to the state of Pennsylvania and/or The United States of America?	There are important Pennsylvania symbols including the Pennsylvania State Flag, the Mountain Laurel, the State Seal, and the Keystone. There are important American symbols including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and/or the Liberty Bell.	Identify state/country symbols	5.1.2.F Identify state symbols	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">DUU. Identify American symbols, landmarks, and monuments</a> <a href="#">FPY. The American flag</a>	symbols important state flag state seal keystone	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Identify State Symbols 5.1.2.F</a>
2	Civic Responsibility	What are my responsibilities at home and at school? Why are they important?	There are different types of civic responsibility and citizenship in the community and at home.	Identify and explain the importance of responsibilities at school at home and the community.	5.2.2.A Identify and explain the importance of responsibilities at school at home and the community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">UGY. Local government</a>	civic responsibility private responsibility important	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.2.2.A</a>
2	Actions of Government	How can I solve a problem?	Identify a problem or issue while recognizing different perspectives.	Identify a problem and probable solution.	5.2.2.B Identify a problem and probable solution.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		perspective identify problem solution	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.2.2.B</a>
2	Helping My Community	How can I help my community?	Community projects/activities can support leadership and public service.	Design a community improvement project that helps or informs others.	5.2.2.C Identify community projects/activities that support leadership and public service.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		design community leadership support public service	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 6, Lesson 6 5.2.2.C</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	ixl Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Good Citizenship	What are responsible community behaviors?	Qualities of a good citizen.	Explain responsible community behavior.	5.2.2.D Explain responsible community behavior.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		qualities responsible community citizen behavior	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.2.2.D</a>
2	Actions of Government	What are some services in government?	Government requires community involvement.	Identify the role government plays in the community (education, transportation)	5.3.2.A Identify the role government plays in the community (education, transportation).	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">U6Y. Local government</a>	actions services government	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	See IXL Lesson
2	Define Government	Who are the government leaders and what do they do?	Government leader positions, jobs, and responsibilities	Identify local government leaders.	5.3.2.B Identify local government leaders.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">U6Y. Local government</a>	government leaders positions jobs responsibilities	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 1	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 6, Lesson 1--- 5.3.2.B</a>
2	Actions of Government	How else does the government serve its community?	Government provides many services to the citizens of its community.	Identify other types of services provided by local government.	5.3.2.C Identify other types of services provided by local government.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">U6Y. Local government</a>	actions services government	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Types of Resources 5.3.2.C</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	ixl Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Actions of Government	Who are the leaders at our school?	School leaders are figures of authority.	Identify positions of authority at school.	5.3.2.D Identify positions of authority at school.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">UGY. Local government</a>	leader positions authority	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lessons 1, 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 6, Lesson 1--5.3.2.D</a>
2	Actions of Government	How is it beneficial to have an elected official represent all the citizens?	An elected official can be a benefit to the citizens.	Describe situations in the state or nation when having an elected official represent the people is beneficial.	5.3.2.E Describe situations in the state or nation when having an elected official represent the people is beneficial.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">76E. State government</a> <a href="#">4G9. Federal government</a>	situation beneficial elected official represent citizens	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lessons 1, 4, 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	See IXL Lesson
2	Good Citizenship	What are responsible school behaviors?	Inappropriate actions have consequences.	Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.	5.3.2.F Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">UGY. Local Government</a>	inappropriate citizenship identify explain responsible consequence behavior	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Citizen Rights and Responsibilities 5.3.2.F</a>
2	Technology	How can the same information be represented in different ways?	Information can be represented in different forms.	Identify different forms of media.	5.3.2.H Identify different forms of media.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		information technology media represented forms	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lesson 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Primary and Secondary Sources 5.3.2.H</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXl Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Economics	How does the government pay for goods and services?	The government is required to save and spend money.	Define taxes and why they are paid.	5.3.2.I Define taxes and why they are paid.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">u6y Local Government</a>	tax	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	See IXL Lesson
2	Civic Responsibility	What are voters responsible for doing after they have voted?	Voters have responsibilities to uphold after they vote.	Identify the responsibilities of voters after the vote.	5.3.2.J Identify the responsibilities of voters after the vote.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		responsibility vote voter uphold	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 6, Lessons 5 - 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Standard 5.3.2.J Unit 5 Lesson 5 - 7</a>
2	History	What are examples of conflict that have occurred in communities, states, and nations?	Communities, states, and nations can have conflicts.	Explain examples of conflict in the community, state, and nation.	5.4.2.A Explain examples of conflict in the community, state, and nation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">WNX. Paul Revere</a> <a href="#">SL6. Frederick Douglass</a> <a href="#">LGF. Susan B. Anthony</a> <a href="#">MNN. Harriet Tubman</a> <a href="#">VHL. Sitting Bull</a> <a href="#">D9W. Rosa Parks</a> <a href="#">DFE. Jackie Robinson</a> <a href="#">7YF. Cesar Chavez</a> <a href="#">VKC. Martin Luther King Jr.</a>	explain conflict community state nation occur	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lessons 3, 4, 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Conflict/Resolution 5.4.2.A</a>
2	Culture and Diversity	What are ways that countries can cooperate with one another?	Countries must cooperate with one another.	Identify ways that countries can work together.	5.4.2.B Identify ways that countries can work together.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify cooperate countries	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 4, Lessons 10, 11, 12	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Conflict/Resolution 5.4.2.B</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Culture and Diversity	Why do nations need to cooperate to achieve peace?	Nations need to cooperate to achieve peace.	Explain why nations need to work together for peace.	5.4.2.C Explain why nations need to work together for peace.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		explain peace cooperate achieve	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 4, Lessons 10, 11, 12	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Conflict/Resolution 5.4.2.C</a>
2	Technology Primary Sources	What are the different types of media available?	There are different types of media available.	Identify the different types of media.	5.4.2.D Identify the different types of media.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify different media	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lesson 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Civics and Media 5.4.2.D</a>
2	Civic Responsibility Culture Types of Communities	How do communities reach a compromise?	There is a process that happens when a community reaches a compromise.	Explain how a community reaches compromise.	5.4.2.E Explain how a community reaches compromise.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		explain community compromise	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 2, Lessons 9, 10, 11 Unit 4, Lesson 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Civics and Community 5.4.2.E</a>
2	Scarcity	Why do resources become scarce?	Resources can become scarce and impact available goods	Identify scarcity of resources within the school community.	6.1.2.A Identify scarcity of resources within the school community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies.</b>	Standard Area - ELD 16.5.2-3 Proficiency Level 1: Entering: 16.5.2-3.1S Name pictures of needs (e.g. water, house) and wants (e.g. fancy backpack, expensive shoes) with teacher modeling and prompts. Proficiency Level 2: Emerging: 16.5.2-3.2S Ask WH- questions about needs and wants with visual support (e.g. labeled flash cards, illustrated word bank). Proficiency Level 3: Developing: 16.5.2-3.3S Compare/contrast personal needs and wants with a partner using sentence frames. Proficiency Level 4: Expanding: 16.5.2-3.4S Compare/contrast personal needs and wants with a partner. Proficiency Level 5: Bridging: 16.5.2-3.5S Justify opinion on personal needs/wants with	<a href="#">MQZ. What is economics?</a>	resources scarce impact available school community	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Scarcity 6.1.2.A</a>

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2	Supply and Demand	How do a community's needs and wants impact supply and demand?	Needs and wants in a community impact supply, demand, scarcity of goods and services.	Identify community wants and needs.	6.1.2.B Identify community wants and needs.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">MZO. What is economics?</a>	wants needs impact supply demand scarcity goods services	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Needs and Wants. 6.1.2.B</a>
2	Civic Responsibility Economics	How can consequences of choice be explained?	Every choice has a consequence.	Explain how choice has consequences.	6.1.2.C Explain how choice has consequences.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">MZO. What is economics?</a>	choice consequences	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 2, Lessons 11, 12 Unit 3, Lessons 10, 11, 12 Unit 5, Lesson 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Choice/Consequence. 6.1.2.C</a>
2	Civic Responsibility Economics	How does a community identify a choice to make based on its interests?	Choices can be made based on interests.	Identify a choice based on community interest.	6.1.2.D Identify a choice based on community interest.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		choice identify community interests	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 2, Lesson 10 Unit 5, Lesson 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Choice in Community 6.1.2.D</a>
2	Buyers and sellers depend on each other.	How do businesses in the local community meet the economic wants of consumers?	Businesses in the local community meet and provide goods and services	Identify goods, services, consumers, and producers in the local community.	6.2.2.A Identify goods, services, consumers, and producers in the local community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">T9D. Goods and Services</a> <a href="#">FBZ. Producers and Consumers</a>	business local community economic consumers buyers sellers depend	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 1	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Types of Resources. 6.2.2.A</a>

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2	Consumers and Producers	What is the difference between markets and competition?	There is a relationship between consumers and producers; businesses in the local community meet the economic wants of consumers.	Differentiate between markets and competition.	6.2.2.B Differentiate between markets and competition.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		consumer producer local community economic wants markets markets competition	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 5, Lesson 2-- 6.2.2.B</a>
2	Consumers and Producers	How does my personal choice as a consumer effect what I buy?	There are personal motivations related to why consumers buy (consume).	Define personal choice as related to buying an item.	6.2.2.C Define personal choice as related to buying an item.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		personal choice consumer motivation consume	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Spending and Saving. 6.2.2.C</a>
2	Supply and Demand	How is price is connected to supply and demand?	Price is connected to supply and demand	Explain how demand for a consumer good impacts price.	6.2.2.D Explain how demand for a consumer good impacts price.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">8.LQ_Understand quantity supplied and quantity demanded</a>	price consumer good impact demand supply	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 6	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Supply and Demand. 6.2.2.D</a>
2	Scarcity	What happens to a community when a business closes?	Resources can become scarce and impact available goods and services.	Identify the impact on a community when a business closes.	6.2.2.E Identify the impact on a community when a business closes.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		resources scarcity impact availability community goods services	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Standard 6.2.2.E Unit 5 Lesson 7</a>

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2	Banks	What is the bank's role in relation to a consumer's financial needs?	People save money in banks	Describe the role of financial institutions as related to consumers' financial needs.	6.2.2.F Describe the role of financial institutions as related to consumers' financial needs.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		financial institution bank role consumer savings financial	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 12	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Spending and Saving. 6.2.2.F</a>
2	Money	What is an economic system?	Money has not always been used as a way to get the items we need and want, however money makes trade easier and fairer.	Identify examples of an economic system.	6.2.2.G Identify examples of an economic system.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		money economic system exchange currency trade	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Spending and Saving. 6.2.2.G</a>
2	Consumers and Producers	What is the private sector?	Goods and services are provided by the private sector.	Identify examples of goods and services provided by the private sector.	6.3.2.A Identify examples of goods and services provided by the private sector.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">T9D_Goods and Services</a>	goods services private sector	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lessons 1, 2, 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Types of Resources. 6.3.2.A</a>
2	Economics	What is tax and who pays them?	The government is required to save money by collecting taxes.	Define taxes and who pays them.	6.3.2.C Define taxes and who pays them.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		tax	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lessons 10, 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Standard 6.3.2.C Unit 5 Lesson 11</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	ixl Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Imports and Exports	What are the goods and services that are produced around the world?	Some trade items come from other countries.	Identify products produced outside the United States.	6.3.2.D Identify products produced outside the United States.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		trade goods services products	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Goods and Services CC.6.3.2.D</a>
2	Specialization and Innovation	What is specialization, and what are some jobs in my community that have specialized work?	Some work in my community is specialized.	Identify local examples of specialization of work.	6.4.2.A Identify local examples of specialization of work.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		specialization innovation community education	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 5, Lesson 5--6.4.2.A</a>
2	Imports and Exports	What are the goods and services that are produced around the world?	Some trade items come from other countries.	Identify products that come from many different countries.	6.4.2.C Identify products that come from many different countries.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		trade goods services products	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 5, Lesson 8 6.4.2.C</a>
2	Goods and Services	Who are the buyers in my community? Who are the sellers in my community?	Buyers and sellers depend on each other.	Identify buyers and sellers and how their wants and needs are addressed.	6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>	<a href="#">FBZ_Producers and Consumers</a>	community buyers sellers wants needs	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 1	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Goods/Services &amp; Producers/Consumers 6.4.2.D</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Income, Profit, and Wealth	How is money used to meet needs and wants?	People earn, save, and spend money.	Explain how money earned by individuals is used to meet needs and wants.	6.5.2.A Explain how money earned by individuals is used to meet needs and wants.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		needs wants earn	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Money and Earnings 6.5.2.A</a>
2	Money Specialization and Innovation	How do different job skills impact earnings?	People earn, save, and spend money.	Describe how different job skills impact earnings.	6.5.2.B Different how different job skills impact earnings.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		impact earnings job skills specialization innovation	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lessons 5, 10	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Money and Earnings 6.5.2.B</a>
2	Consumers and Producers	How do businesses in the local community meet the economic wants of consumers?	Businesses in the local community meet the economic wants of consumers.	Describe the roles of local businesses.	6.5.2.C Describe the roles of local businesses.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		roles local business	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Goods/Services &amp; Producers/Consumers 6.5.2.C</a>
2	Saving and Spending Money	What are some money saving behaviors?	Saving is important for individuals and/or for our economy	Describe money saving behaviors.	6.5.2.D Describe money saving behaviors.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		money behaviors saving	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Spending and Saving 6.5.2.D</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Producing goods	How can completing a task produce goods?	Goods are produced when tasks are completed.	Describe the qualities that may be necessary to complete a task.	6.5.2.E Describe the qualities that may be necessary to complete a task.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		qualities tasks	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Qualities and Tasks 6.5.2.E</a>
2	Resources	What responsibilities do business owners have?	Business owners have responsibilities.	Explain the responsibilities of a business owner.	6.5.2.F Explain the responsibilities of a business owner.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		Business owner responsibility	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 5, Lesson 3-- 6.5.2.F</a>
2	Saving and Spending Money	How does saving for a purchase occur over time?	Purchases require saving money and having financial goals.	Identify how saving for a purchase occurs over time.	6.5.2.G Identify how saving for a purchase occurs over time.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		saving purchase financial goal	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 11	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Money and Earnings 6.5.2.G</a>
2	Income, Profit, and Wealth	Why do people save money in the local bank?	People save money in banks	Describe why people save money in the local bank.	6.5.2.H Describe why people save money in the local bank.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		save local bank	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 5, Lesson 12	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Money and Earnings 6.5.2.H</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Map Skills	How are basic geographic tools used to organize information?	Information can be organized in different forms.	Identify how basic geographic tools are used to organize information.	7.1.2.A Identify how basic geographic tools are used to organize information.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.2-3 Proficiency Level 1: Entering: 16.5.2-3.1L Identify symbols in a map key in response to teacher prompts (e.g. Where is the hospital?) Proficiency Level 2: Emerging: 16.5.2-3.2L Match pictures of labeled illustrations to map key symbols from oral description with a partner. Proficiency Level 3: Developing: 16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner. Proficiency Level 4: Expanding: 16.5.2-3.4L Follow multi-step directions using a map key given oral instructions from a narrator in a small group. Proficiency Level 5: Bridging: 16.5.2-3.5L Construct a map with a map key given oral		geographic tools organize information	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12 Unit 2, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 2, Lesson 3</a>
2	Basic Geographic Literacy	How is a region's geography described by its physical features?	A region's geography can be described by its physical features	Describe regions in geographic reference using physical features.	7.1.2.B Describe regions in geographic reference using physical features.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		region geography describe physical features	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lesson 6 Unit 2, Lessons 1, 2, 3, 4 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 2, Lesson 3</a>
2	Physical Characteristics of Places and Regions	What are some physical characteristics of places?	Places have physical characteristics.	Identify the physical characteristics of places.	7.2.2.A Identify the physical characteristics of places.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify physical characteristics	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1 Lessons 6, 7 Unit 2, Lesson 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 2, Lesson 3</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Physical Characteristics of Places and Regions	What are the basic physical processes that affect the physical characteristics of regions?	Basic physical processes affect the physical characteristics of regions.	Identify the basic physical processes that affect the physical characteristics regions.	7.2.2.B Identify the basic physical processes that affect the physical characteristics regions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area- ELD 16.5.2-3 Proficiency Level 1: Entering: 16.5.2-3.1R Match pictures of physical processes to words with teacher support. Proficiency Level 2: Emerging: 16.5.2-3.2R Match cause and effect of basic physical processes using labeled before/after pictures (e.g. river and canyon) with a partner. Proficiency Level 3: Developing: 16.5.2-3.3R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g. caue and effect or cycle chart) with visual support (illustrated word bank or word wall). Proficiency Level 4: Expanding: 16.5.2-3.4R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g. cause and effect or cycle chart). Proficiency Level 5: Bridging: 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g. cause and effect or cycle chart) with a		basic physical processes affect physical characteristics regions	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lessons 6, 7 Unit 2, Lessons 5, 6, 7, 8, 10, 11 Unit 4, Lesson 4	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Our Nation and Symbols 7.2.2.B</a>
2	Human Characteristics of Places and Regions	How does local geography effect the residents of the region?	Local geography effects the residents of the region.	Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).	7.3.2.A Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		local geography effect residents region	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lessons 6, 7 Unit 2, Lessons 3, 5, 6, 7, 8, 10, 11 Unit 4, Lessons 4, 5, 6, 7, 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Unit 2, Lesson 3</a>
2	Interactions Between People and the Environment	How can environmental changes impact people?	Environmental changes can impact people.	Identify how environmental changes can impact people.	7.4.2.A Identify how environmental changes can impact people.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		environmental changes impact people	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 2, Lessons 11,12 Unit 4, Lessons 4, 5, 6, 7, 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Unit 4, Lesson 5 South America 7.4.2.A</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	Historical Analysis and Skills Development	What information is shown on a timeline?	Information can be organized on a timeline.	Read and interpret information on simple timelines.	8.1.2.A Read and interpret information on simple timelines.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		information organized timeline	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 5	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Past and Present Events: Timelines 8.1.2.A</a>
2	Historical Analysis and Skills Development	What sources of information are primary sources?	Primary sources are used to learn about the past.	Identify documents relating to an event.	8.1.2.B Identify documents relating to an event.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify documents relate event primary source	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Primary and Secondary Sources 8.1.2.B</a>
2	Historical Analysis and Skills Development	How do I use primary sources?	Primary sources of historical information can be used to ask questions about the past.	Apply sources of historical information.	8.1.2.C Apply sources of historical information.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		apply primary sources historical information	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Primary and Secondary Sources 8.1.2.C</a>
2	PA History	Who are some historical figures in my community?	Our local community has some historical figures associated with it.	Identify historical figures in the local community.	8.2.A Identify historical figures in the local community.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify historical figures local community	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 4, 8, 10, 11, 12	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">PA State History 8.2.2.A</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	PA History	What are some important buildings, statutes, and monuments in the state of PA?	There are some important buildings, statutes, and monuments in the state of PA.	Identify important buildings, statutes, and monuments associated with the state's history.	8.2.2.B Identify important buildings, statutes, and monuments associated with the state's history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify monuments associated	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 1, Lesson 9 Unit 3, Lessons 7, 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Identify State Symbols 8.2.2.B</a>
2	PA History	How has commerce, industry, and social organizations changed over time in Pennsylvania?	Commerce, industry, and social organizations have changed over time in Pennsylvania.	Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	8.2.2.C Identify how commerce and industry and social organizations have changed over time in Pennsylvania.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify commerce industry organization	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 8	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">PA State History 8.2.2.C</a>
2	US History Culture	How is conflict impacted by ethnicity and race, working conditions, immigration, military conflict, and economics?	Describe the ways in which groups and/or nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and/or military force.	Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	8.2.2.D Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.2-3 Proficiency Level 1: Entering: 16.5.2-3.1W Illustrate a personal experience with conflict and resolution. Proficiency Level 2: Emerging: 16.5.2-3.2W Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary. Proficiency Level 3: Developing: 16.5.2-3.3W Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary. Proficiency Level 4: Expanding: 16.5.2-3.4W Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary. Proficiency Level 5: Bridging: 16.5.2-3.5W Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.		identify treaties diplomacy conflict impact interact ethnicity race working conditions immigration nations military conflict military force economics	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 6 Unit 4, Lesson 7	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Standard 8.2.2.D Unit 4 Lesson 7</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXI Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	US History	Who are some well-known immigrants who contributed to American culture?	Describe the history, interaction, and/or contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities.	Identify groups and organizations and their contributions to the United States.	8.3.2.A Identify groups and organizations and their contributions to the United States.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		identify groups organization contribution	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lessons 6 , 10, 11, 12 Unit 4, Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Inventions and Inventors 8.3.2.A</a>
2	US History	What are some American artifacts and why are they important in American history?	American artifacts are important in American history.	Identify American artifacts and their importance in American history.	8.3.2.B Identify American artifacts and their importance in American history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		artifacts identify importance American history	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lessons 3, 4, 8, 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Timelines, Past &amp; Present Events on a Timeline 8.3.2.B</a>
2	US History	What are the facts related to how different people describe the same event at different time periods?	Different groups describe the same event or situation at different time periods.	Identify facts related to how different people describe the same event at different time periods.	8.3.2.C Identify facts related to how different people describe the same event at different time periods.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		related different describe event situation	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lessons 3, 4, 6 Unit 4, Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Culture in My Community, Immigrants Bring New Traditions 8.3.2.C</a>
2	US History	How do different groups describe the same event or situation.	Different groups describe the same event or situation.	Demonstrate an understanding of how different groups describe the same event or situation.	8.3.2.D Demonstrate an understanding of how different groups describe the same event or situation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		different describe event situation	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lessons 3, 4 ,6 Unit 4, Lesson 9	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Immigrants and New Traditions 8.3.2.D</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	iXl Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
2	World History Culture	Why do people celebrate and commemorate special moments in their lives and in history?	Cultures have reasons for commemorations and remembrances.	Explain why cultures have commemorations and remembrances.	8.4.2.A Explain why cultures have commemorations and remembrances.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		cultures commemorations remembrances	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 6 Unit 4, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Immigrants and New Traditions 8.4.2.A</a>
2	History	What is the significance of historical documents on world history?	Historical documents have significance on world history.	Explain the significance of historical documents on world history.	8.4.2.B Explain the significance of historical documents on world history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		historical documents explain significance world history	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 3	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">Standard 8.4.2.B Unit 3 Lesson 3</a>
2	World History Culture	How do people celebrate and commemorate special moments in their lives and in history?	Cultures have commemorations and remembrances.	Identify how cultures have commemorations and remembrances.	8.4.2.C Identify how cultures have commemorations and remembrances.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		cultures commemorations remembrances	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 6 Unit 4, Lesson 2	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript -Individualized modifications per lesson available in lesson plan	<a href="#">Immigrants and New Traditions 8.4.2.C</a>
2	World History Culture	What are some global issues that require cooperation among nations?		Identify global issues that require cooperation among nations.	8.4.2.D Identify global issues that require cooperation among nations.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for <i>academic success in the</i>	<a href="#">CanDo-KeyUses-Gr-2-3.pdf</a>		global require among nations cooperation	<b>K12OLS Social Studies Grade 2 Summit ED</b> Unit 3, Lesson 2 Unit 4, Lesson 1	-Text Read Aloud -Focus Window -Highlight to Define Words -Highlight to Translate Words -Text Transcript - Individualized modifications per lesson available in lesson plan	<a href="#">What is Culture? Respecting Diversity. 8.4.2.D</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
<b>Civics and Government Standards</b>										
3	5.1. Principles and Documents of Government:  Government is the protection or abridgement of balancing rights, liberty, and freedom.	-- How do governments derive authority to control the exercise of rights, liberty, and freedom?  -- Is liberty granted by power or power granted by liberty?	Rule of Law	Use content to be able to demonstrate and describe how power and authority are to be distinguished from one another.	5.1.3.A. -- Explain the purposes of rules, laws, and consequences.	Amendment Bill of Rights Authority Citizen Civil Rights Democracy Equal Protection Equality Freedom Government Individual Rights Justice Liberty Nationalism Principle Rights		OLS -- Unit 4, American Government, Lessons: 2; 4 OLS -- Unit 5, Citizenship, Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 5.1.3.A - Unit 4 Lesson 2</a>
			Laws and Government		5.1.3.B. -- Explain rules and laws for the classroom, school, and community.			OLS -- Unit 4, American Government, Lesson: 4		<a href="#">Standard 5.1.3.B - Unit 4 Lesson 4</a>
			Principles and Ideals that Shape Government		5.1.3.C. -- Define the principles and ideals shaping local government. • Liberty / Freedom • Democracy • Justice • Equality			OLS -- Unit 4, American Government, Lessons: 1 - 2; 6		<a href="#">Standard 5.1.3.C - Unit 4 Lesson 6</a>
			Documents and Ideals that Shape Pennsylvania and US Government		5.1.3.D. -- Identify key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution			OLS -- Unit 4, American Government, Lessons: 1		<a href="#">Standard 5.1.3.D - Unit 4 Lesson 1</a>
			Individual Rights		5.1.3.E. -- Identify the rights of an American citizen.			OLS -- Unit 4, American Government, Lessons: 1		<a href="#">Standard 5.1.3.E - Unit 5 Lesson 1</a>
			Symbols		5.1.3.F. -- Identify state symbols, national symbols, and national holidays.			OLS -- Unit 3, Culture and History, Lesson: 4 OLS -- Unit 4, American Government, Lesson: 4 OLS -- Unit 5, Citizenship, Lesson: 2		<a href="#">Standard 5.1.3.F - Unit 5 Lesson 2</a>
3	5.2. Rights and Responsibilities of Citizenship:  People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	Civics Rights and Responsibilities	Use content to be able to demonstrate and describe how there is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	5.2.3.A. -- Identify personal rights and responsibilities.	Citizen Citizenship Civic Life Common or Public Good Conflict Resolution Leadership Personal Rights Public Service State	IXL -- E. Government, Lessons: 1 - 8  IXL -- F. American symbols, landmarks, and monuments, Lessons: 1 - 11  IXL -- G. Cultural celebrations, Lessons: 1 - 10	OLS -- Unit 4, American Government, Lessons: 1 - 3 OLS -- Unit 5, Citizenship, Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 5.2.3.A - Unit 4 Lesson 3</a>
			Conflict and Resolution		5.2.3.B. -- Identify the sources of conflict and disagreement and different ways conflict can be resolved.			OLS -- Unit 5, Citizenship, Lesson: 6 OLS -- Unit 6, Making a Difference, Lesson: 4		<a href="#">Standard 5.2.3.B - Unit 6 Lesson 4</a>
			Leadership and Public Service		5.2.3.C. -- Identify leadership and public service opportunities in the school, community, state, and nation.			OLS -- Unit 4, American Government, Lessons: 2 - 4 OLS -- Unit 5, Citizenship, Lesson: 5		<a href="#">Standard 5.2.3.C - Unit 5 Lesson 5</a>
			Competent and Responsible Citizens		5.2.3.D. -- Describe how citizens participate in school and community activities.			OLS -- Unit 5, Citizenship, Lessons: 2 - 4		<a href="#">Standard 5.2.3.D - Unit 5 Lesson 4</a>
3	5.3. How Government Works:  The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Branches of Government	Use content to be able to demonstrate and describe how governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	5.3.3.A. -- Identify the roles of the three branches of government.	Checks and Balances Interest Group Individual Rights Justice Liberty Mass Media Nation Political party Political Philosophy Republican Form of Government Rule of Law		OLS -- Unit 4, American Government, Lessons: 2 - 3 OLS -- Unit 4, American Government, Lessons: 2 - 5 OLS -- Unit 5, Citizenship, Lesson: 1	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 5.3.3.A - Unit 4 Lesson 3</a>
			Structure, Organization, and Operation of Governemnts		5.3.3.B. -- Identify how laws are made in the local community.			OLS -- Unit 4, American Government, Lessons: 2 - 3; 5		<a href="#">Standard 5.3.3.B - Unit 5 Lesson 1</a>
			Government Sevices		5.3.3.C. -- Identify services performed by the local government.			OLS -- Unit 4, American Government, Lesson: 4 OLS -- Unit 5, Citizenship, Lessons: 3; 5		<a href="#">Standard 5.3.3.C - Unit 4 Lesson 3</a>
			Leadership and Political Elections		5.3.3.D. -- Identify positions of authority at school and community.			OLS -- Unit 4, American Government, Lesson: 8		<a href="#">Standard 5.3.3.D - Unit 5 Lesson 3</a>
			Elements of the Election Process		5.3.3.E. -- Explain the purpose for elections.			OLS -- Unit 5, Citizenship, Lesson: 1		<a href="#">Standard 5.3.3.E - Unit 4 Lesson 8</a>
			Conflict and the Court System		5.3.3.F. -- Explain how an action may be just or unjust.			OLS -- Unit 5, Citizenship, Lesson: 1		<a href="#">Standard 5.3.3.F - Unit 5 Lesson 1</a>
			Interest Groups		5.3.3.G. -- Identify individual interests and explain ways to influence others.			OLS -- Unit 5, Citizenship, Lessons: 3 - 4		<a href="#">Standard 5.3.3.G - Unit 5 Lessons 3 - 4</a>
			Media Influences		5.3.3.H. -- Explain how the media can impact government.					
			Taxes		5.3.3.I. -- Explain the role of taxes in operating government.			OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lesson:		<a href="#">Standard 5.3.3.I - Unit 5 Lesson 7</a>
			System of Government		5.3.3.J. -- Identify key ideals of the form of government practiced in the United States.			OLS -- Unit 4, American Government, Lessons: 1		<a href="#">Standard 5.3.3.J - Unit 4 Lesson 1</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	5.4. How International Relationships Function:  Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	Countries and Conflicts	Use content to demonstrate and describe how there are benefits and consequences of relationships between various forms of government.	5.4.3.A. -- Identify conflicts in the world using a map/globe.	Conflict Resolution Country Diplomacy Foreign Policy Realism Sanctions United Nations		OLS -- Unit 7, Understanding the Economy, Lesson: 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 5.4.3.B - Unit 7 Lesson 8</a>
			Tools of Foreign Policy		5.4.3.B. -- Describe the roles of world leaders.					
			International Organizations		5.4.3.C. -- Identify the role of the United Nations in the world.					
			Media and Its Influence		5.4.3.D. -- Describe the different roles of the media.					
			How Foreign Policy is Influenced		5.4.3.E. -- Explain compromise as a conflict resolution strategy.					OLS -- Unit 7, Understanding the Economy, Lesson: 3
<b>Economic Standards</b>										
3	6.1. Scarcity and Choice  A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Scarcity and Choice	Use content to demonstrate and describe how governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	6.1.3.A. -- Define scarcity and identify examples of resources, wants, and needs.	Economics Freedom Incentives Liberty Opportunity Cost Price Resources Scarcity Services Tangible Assets Wants		OLS -- Unit 1, Where We Live, Lesson: 4; 6 OLS -- Unit 2, Our Country, Lessons: 1 - 2 OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1; 4 - 5 OLS -- Unit 8, Money and Personal Finance, Lessons: 1 - 2; 4 - 6	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 6.1.3.A - Unit 7 Lesson 4</a>
			Limited Resources		6.1.3.B. -- Identify needs and wants of people. Identify examples of natural, human, and capital resources.					<a href="#">Standard 6.1.3.B - Unit 7 Lesson 2</a>
			Opportunity Costs		6.1.3.C. -- Explain what is given up when making a choice.					<a href="#">Standard 6.1.3.C - Unit 8 Lesson 1</a>
			Incentives and Choice		6.1.3.D. -- Identify reasons why people make a choice.					<a href="#">Standard 6.1.3.D - Unit 8 Lesson 2</a>
3	6.2. Markets and Economic Systems  The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	Goods and Services	Use content to demonstrate and describe how the fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	6.2.3.A. -- Identify goods, services, consumers, and producers in the local community.	Comparative Advantage Competition Consumer Depression Economic institutions Economic Systems Entrepreneurship Flow of goods Freedom Goods Intangible Assets Liberty Market Price Private Economic Institutions Producer Recession Resources Supply Tangible Assets Transaction		OLS -- Unit 1, Where We Live, Lesson: 4; 6 OLS -- Unit 5, Citizenship, Lessons: 3; 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1 - 2; 4 - 7 OLS - Unit 8, Money and Personal Finance, Lessons: 1 - 6  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1; 3 - 4 OLS - Unit 8, Money and Personal Finance, Lesson: 3  OLS - Unit 8, Money and Personal Finance, Lesson: 3  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1; 4 OLS - Unit 8, Money and Personal Finance, Lessons: 1 - 2  OLS-- Unit 2, Our Country, Lessons 4 - 5 OLS -- Unit 7, Understanding the Economy, Lesson: 1  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 1  OLS -- Unit 8, Money and Personal Finance, Lessons: 1 - 3; 8  OLS-- Unit 2, Our Country, Lessons 4 - 5 OLS - Unit 8, Money and Personal Finance, Lessons: 1 - 2; 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 6.2.3.A - Unit 7 Lesson 1</a>
			Market Competition		6.2.3.B. -- Identify competing sellers in the local market					<a href="#">Standard 6.2.3.B - Unit 8 Lesson 3</a>
			Advertising and Media		6.2.3.C. -- Identify types of advertising designed to influence personal choice.					<a href="#">Standard 6.2.3.C - Unit 8 Lesson 3</a>
			Price Determination		6.2.3.D. -- Demonstrate the importance of money in everyday life.					<a href="#">Standard 6.2.3.D - Unit 8 Lesson 1</a>
			Economic Health		6.2.3.E. -- Describe the effect of local businesses opening and closing.					<a href="#">Standard 6.2.3.E - Unit 7 Lesson 1</a>
			Private Economic Institutions		6.2.3.F. -- Identify private economic institutions.					<a href="#">Standard 6.2.3.F - Unit 8 Lesson 8</a>
			Economic Systems		6.2.3.G. -- Identify characteristics of the local economy.					<a href="#">Standard 6.2.3.G - Unit 8 Lesson 2</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	6.3. Functions of Government  Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Goods and Services	Use content to demonstrate and describe how scarcity and choice affect the allocation of resources.	6.3.3.A. Identify goods and services provided by the government.	Choice Corporation Costs Distribution Goods Opportunity cost Producer Non-Profit Economic Institutions Public Goods Resources Scarcity Trade	IXL -- H. Basic economic principles, Lessons: 1 - 4  IXL -- I. Supply and Demand, Lessons: 1 - 6	OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 1; 7 OLS -- Unit 8, Money and Personal Finance, Lessons: 4 - 6; 7	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 6.3.3.A - Unit 7 Lesson 1</a>
			Government Involvement in the Economy		6.3.3.B. -- Identify examples of government involvement in local economic activities.			OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 1; 7 OLS -- Unit 8, Money and Personal Finance, Lessons: 4 - 6; 7		<a href="#">Standard 6.3.3.B - Unit 7 Lesson 1 and 7</a>
			Taxation		6.3.3.C. -- Define tax and explain the relationship between taxation and government services .			OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lesson: 6 - 7		<a href="#">Standard 6.3.3.C - Unit 8 Lesson 6 and 7</a>
			Government's Role in International Trade		6.3.3.D. -- Describe how government is important to the economic system.			OLS -- Unit 8, Money and Personal Finance, Lesson: 7		<a href="#">Standard 6.3.3.D - Unit 8 Lesson 7</a>
3	6.4. Economic Interdependence  The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Specialization	Use content to demonstrate and describe how trading Ideas, goods, and services affect decisions and events in many areas.	6.4.3.A. -- Identify local examples of specialization and division of labor.	Capital Competition Demand Distribution resources Entrepreneurship Equilibrium Price Intangible Assets Interdependence Labor Multinational Corporations Non-Profit Economic Institutions Private Economic Institutions Specialization Supply	OLS -- Unit 7, Understanding the Economy, Lesson: 3  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 6 - 7  OLS -- Unit 8, Money and Personal Finance, Lesson: 1  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lessons: 1; 4; 6	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 6.4.3.A - Unit 7 Lesson 3</a>	
			Trade		6.4.3.B. --Identify examples of trade, imports, and exports in the local community.				OLS -- Unit 7, Understanding the Economy, Lesson: 6 - 7	<a href="#">Standard 6.4.3.B - Unit 7 Lesson 7</a>
			Multinational and Non-Governmental Organizations		6.4.3.C. -- Identify different organizations that are part of the economic system (banks, small businesses, big corporations).				OLS -- Unit 8, Money and Personal Finance, Lesson: 1	<a href="#">Standard 6.4.3.C - Unit 8 Lesson 1</a>
			Factors Contributing to Economic Interdependence		6.4.3.D. -- Describe how buyers make choices about their wants and needs through purchases.				OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lessons: 1; 4; 6	<a href="#">Standard 6.4.3.D - Unit 8 Lesson 6</a>
3	6.5. Income, Profit, and Wealth  The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	Factors Influencing Wages	Use content to demonstrate and describe how there are costs and benefits from all choices in society.	6.5.3.A. -- Explain why people work.	Benefits Corporation Costs Depression Division of Labor Entrepreneurship Equilibrium Price Goods Productivity Recession Services Tangible Assets Wealth	OLS -- Unit 7, Understanding the Economy, Lessons: 1; 4  OLS -- Unit 7, Understanding the Economy, Lessons: 1; 7 OLS -- Unit 8, Money and Personal Finance, Lesson: 3; 7  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 4 OLS -- Unit 8, Money and Personal Finance, Lessons: 2 - 3; 6 OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 4 OLS -- Unit 8, Money and Personal Finance, Lessons: 2; 4; 6 - 7 OLS -- Unit 8, Money and Personal Finance, Lessons: 1 - 2 OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lesson: 3  OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1; 4 OLS -- Unit 8, Money and Personal Finance, Lessons: 2; 4 - 7  OLS -- Unit 8, Money and Personal Finance, Lesson: 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 6.5.3.A - Unit 7 Lesson 1 and 4</a>	
			Labor Productivity		6.5.3.B. -- Explain the differences in earnings by those in different jobs.				OLS -- Unit 7, Understanding the Economy, Lessons: 1; 7 OLS -- Unit 8, Money and Personal Finance, Lesson: 3; 7	<a href="#">Standard 6.5.3.B - Unit 7 Lesson 7</a>
			Types of Businesses		6.5.3.C. -- Describe how different businesses meet the needs and wants of families.				OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 4	<a href="#">Standard 6.5.3.C - Unit 8 Lesson 3</a>
			Profits and Losses		6.5.3.D. -- Describe the result of spending savings.				OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lesson: 4 OLS -- Unit 8, Money and Personal Finance, Lessons: 2; 4; 6 - 7	<a href="#">Standard 6.5.3.D - Unit 8 Lesson 4</a>
			Distribution of Wealth		6.5.3.E. -- Identify tangible and intangible assets.				OLS -- Unit 8, Money and Personal Finance, Lessons: 1 - 2	<a href="#">Standard 6.5.3.E - Unit 8 Lesson 1</a>
			Entrepreneurship		6.5.3.F. -- Define entrepreneurship.				OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 8, Money and Personal Finance, Lesson: 3	<a href="#">Standard 6.5.3.F - Unit 8 Lesson 3</a>
			Costs and Benefits of Saving		6.5.3.G. -- Define saving and explain why people save.				OLS -- Unit 5, Citizenship, Lesson: 7 OLS -- Unit 7, Understanding the Economy, Lessons: 1; 4 OLS -- Unit 8, Money and Personal Finance, Lessons: 2; 4 - 7	<a href="#">Standard 6.5.3.G - Unit 8 Lesson 4</a>
			Interest Rates		6.5.3.H. -- Identify the role of banks in our local community.				OLS -- Unit 8, Money and Personal Finance, Lesson: 2	<a href="#">Standard 6.5.3.H - Unit 8 Lesson 2</a>

**Geography**

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	7.1. Basic Geographic Literacy Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic Tools	Use content to demonstrate and describe how geographic tools were created to study earth's phenomena.	7.1.3.A. -- Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.	Cartography Climate Environment Freedom		OLS -- Unit 1, Where We Live, Lessons: 1 - 3; 7 - 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 7.1.3.A - Unit 1 Lesson 1</a>
			Location of Places and Regions		7.1.3.B. -- Identify and locate places and regions as defined by physical and human features.	GIS - Geographic Information Systems Geographic Tools Globes Liberty Location Maps and their Elements Region Spatial		OLS -- Unit 1, Where We Live, Lessons: 1 - 4 OLS -- Unit 2, Our Country, Lessons: 1 - 2; 4 - 8 OLS -- Unit 6, Making a Difference, Lessons: 1 - 2		<a href="#">Standard 7.1.3.B - Unit 2 Lesson 6</a>
3	7.2. Physical Characteristics of Places and Regions The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	Physical Characteristics	Use content to demonstrate and describe how the earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	7.2.3.A. -- Identify the physical characteristics of places and regions.	Climate Environment Freedom	IXL-- A. Geography, Lessons: 1 - 11	OLS -- Unit 1, Where We Live, Lessons: 1 - 3 OLS -- Unit 2, Our Country, Lessons: 1 - 2; 4 - 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 7.2.3.A - Unit 2 Lesson 1</a>
			Physical Processes		7.2.3.B. -- Identify the basic physical processes that affect the physical characteristics of places and regions.	Liberty Physical features Physical Systems Place Region Resources		OLS -- Unit 1, Where We Live, Lesson: 4 OLS -- Unit 2, Our Country, Lessons: 1 - 2; 4 - 8		<a href="#">Standard 7.2.3.B - Unit 2 Lesson 2</a>
3	7.3. Human Characteristics of Places and Regions Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	Human Characteristics	Use content to demonstrate and describe how people are dependent on physical features, resources and places for exercising their liberty and freedom.	7.3.3.A. -- Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	Demographic Ethnicity Human Features Mobility Place Region Spatial distribution		OLS -- Unit 1, Where We Live, Lesson: 7 OLS -- Unit 2, Our Country, Lessons: 3 - 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 8 OLS -- Unit 6, Making a Difference, Lessons: 1 - 2	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 7.3.3.A - Unit 2 Lesson 3</a>
3	7.4. Interactions Between People and the Environment People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	Impact of Physical Systems on People	Use content to demonstrate and describe how to exercise freedom and liberty people will adapt or alter geographic resources, features and places.	7.4.3.A. -- Identify the effect of the physical systems on people within a community.	Dependent Interaction Physical environment Physical systems Resources Spatial patterns Spatial		OLS -- Unit 1, Where We Live, Lessons: 4 - 5 OLS -- Unit 2, Our Country, Lessons: 4 - 8 OLS -- Unit 6, Making a Difference, Lessons: 1 - 3	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 7.4.3.A - Unit 2 Lesson 4</a>
			Impact of People on Physical Systems		7.4.3.B. -- Identify the effect of people on the physical systems within a community.			OLS -- Unit 1, Where We Live, Lessons: 4 - 5 OLS -- Unit 2, Our Country, Lessons: 4 - 8 OLS -- Unit 6, Making a Difference, Lessons: 1 - 3		<a href="#">Standard 7.4.3.B - Unit 2 Lesson 5</a>
<b>History</b>										
3	8.1. Historical Analysis and Skills Development The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	Continuity and Change over Time	Use content to demonstrate and describe how the study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	8.1.3.A. -- Identify the difference between past, present and future using timelines and/or other graphic representations.	Chronologic Context of Events Culture Freedom	IXL -- J. Social studies skills, Lesson: 1	OLS - Unit 1, Where We Live, Lesson: 6 OLS -- Unit 3, Culture and History, Lesson: 8 OLS -- Unit 6, Making a Difference, Lessons: 4 - 5	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 8.1.3.A - Unit 3 Lesson 8</a>
			Fact/Opinion and Points of View		8.1.3.B -- Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	Graphic Representations Historical perspective Historical source Inquiry Liberty Opinion		OLS -- Unit 3, Culture and History, Lesson: 5 OLS -- Unit 6, Making a Difference, Lesson: 6		<a href="#">Standard 8.1.3.C - Unit 3 Lesson 5</a>
			Research		8.1.3.C. -- Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)	Primary source Secondary source Social		OLS -- Unit 3, Culture and History, Lesson: 5 OLS -- Unit 6, Making a Difference, Lessons: 4 - 5		<a href="#">Standard 8.1.3.C - Unit 3 Lesson 5</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Vocabulary	IXL	Curriculum Alignment	SpEd Mods	Lesson Plan List
3	8.2. Pennsylvania History The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	Contributions from Individuals and Groups (PA)	Use content to demonstrate and describe how the study of history is the story of the struggle to balance freedom and liberty.	8.2.3.A. -- Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	Artifacts Change Conflict Continuity Contribution Control Document Economic Ethnicity Freedom Historical Source Inquiry Liberty Political Primary Source Social	IXL -- B. States, Lessons: 1 - 15  IXL -- D. Historical figures, Lessons: 1 - 21	OLS -- Unit 2, Our Country, Lesson: 7 OLS -- Unit 3, Culture and History, Lessons: 1 - 5	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 8.2.3.A - Unit 3 Lesson 5</a>
			Historical Documents, Artifacts, and Places (PA)		8.2.3.B -- Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history.			OLS -- Unit 2, Our Country, Lesson: 7 OLS -- Unit 4, American Government, Lessons: 1		<a href="#">Standard 8.2.3.B - Unit 4 Lesson 1</a>
			Impact of Continuity and Change on PA History		8.2.3.C -- Identify and describe how continuity and change have impacted Pennsylvania history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations			OLS -- Unit 2, Our Country, Lessons: 7 - 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 5		<a href="#">Standard 8.2.3.C - Unit 2 Lesson 7</a>
			Conflict and Cooperation (PA)		8.2.3.D. -- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability			OLS -- Unit 2, Our Country, Lessons: 7 - 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 5 OLS -- Unit 5, Citizenship, Lesson: 6		<a href="#">Standard 8.2.3.D - Unit 5 Lesson 6</a>
3	8.3. United States History The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	Contributions of Individuals and Groups (US History)	Use content to demonstrate and describe how the study of history is the story of the struggle to balance freedom and liberty.	8.3.3.A. -- Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.	Artifacts Change Conflict Continuity Contribution Control Culture Document Ethnicity Freedom Historical Source Inquiry Liberty Political Primary Source Social	IXL -- B. States, Lessons: 1 - 15  IXL -- C. State Capitals, Lessons: 1 - 10  IXL -- D. Historical figures, Lessons: 1 - 21	OLS -- Unit 1, Where We Live, Lesson: 7 OLS -- Unit 2, Our Country, Lessons: 3 - 4; 7 - 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 5 OLS -- Unit 5, Citizenship, Lesson: 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 8.3.3.A - Unit 3 Lesson 2</a>
			Historical Documents and Artifacts (US History)		8.3.3.B -- Identify and describe historical documents, artifacts, and places critical to United States history.			OLS -- Unit 3, Culture and History, Lesson: 5 OLS -- Unit 4, American Government, Lessons: 1		<a href="#">Standard 8.3.3.B - Unit 4 Lesson 1</a>
			Impact of Continuity and Change on US History		8.3.3.C -- Demonstrate an understanding of how people in different times and places view the world.			OLS -- Unit 2, Our Country, Lesson: 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 8 OLS -- Unit 5, Citizenship, Lesson: 8		<a href="#">Standard 8.3.3.C - Unit 3 Lesson 1</a>
			Conflict and Cooperation (United States)		8.3.3.D. -- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability			OLS -- Unit 1, Where We Live, Lesson: 7 - 8 OLS -- Unit 2, Our Country, Lessons: 3 - 4; 7 - 8 OLS -- Unit 3, Culture and History, Lessons: 1 - 8 OLS -- Unit 5, Citizenship, Lessons: 5 - 6		<a href="#">Standard 8.3.3.D - Unit 2 Lesson 7</a>
3	8.4. World History The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	Contributions of Individuals and Groups (World)	Use content to demonstrate and describe how the study of history is the story of the struggle to balance freedom and liberty.	8.4.3.A. -- Identify the elements of culture and ethnicity.	Artifacts Change Conflict Continuity Contribution Control Document Ethnicity Freedom Historical Source Human Geography Liberty Political Primary Source	IXL -- G. Cultural celebrations, Lessons: 1 - 10	OLS -- Unit 3, Culture and History, Lessons: 1 - 8	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Standard 8.4.3.A - Unit 3 Lessons 8</a>
			Historical Documents, Artifacts, and Sites (World)		8.4.3.B -- Examine the effects of selected artifacts, historical documents, and related sites on the world.			OLS -- Unit 3, Culture and History, Lesson: 7		<a href="#">Standard 8.4.3.B - Unit 3 Lessons 7</a>
			Impact of Continuity and Change (World)		8.4.3.C -- Compare and contrast selected world cultures.			OLS - Unit 3, Culture and History, Lessons: 1 - 8		<a href="#">Standard 8.4.3.C - Unit 3 Lessons 1 - 8</a>
			Conflict and Cooperation (World)		8.4.3.D. -- Identify conflict and cooperation among groups and organizations from around the world.			OLS - Unit 3, Culture and History, Lessons: 1 - 8 OLS -- Unit 6, Making a Difference, Lesson: 1-2; 4		<a href="#">Standard 8.4.3.D - Unit 6 Lessons 1 - 2</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standards	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Civics and Government Curriculum Framework</b>										
Grade 4	5.1 Principles and Documents of Government - Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “if-then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	5.1.4.A Examine school rules and consequences.	Authority Bill of Rights Citizen Declaration of Independence Democracy Equality Freedom Justice Liberty Pennsylvania Constitution Principle Rights United States Constitution		OLS -- Government and Citizenship: Unit 8, Lesson 4	Text Highlight tool Text to be read aloud as necessary Words defined Words translated Focus tool Voice speed able to be changed Assessment Choices Extended Time Reading test questions Study sheet / Study guides Word Banks Vocabulary Building Multiple Choice check	<a href="#">Standard 5.1.4.A - Unit 8 Lesson 4</a>
					5.1.4.B Explain rules and laws for the classroom, school, community, and state.			OLS -- Government and Citizenship: Unit 8, Lessons 1 - 3		<a href="#">Standard 5.1.4.B - Unit 8 Lesson 3</a>
					5.1.4.C Explain the principles and ideals shaping local and state government.		IXL --K. Government, Lessons 1 - 2	OLS -- North America's History: Unit 4, Lesson 4		<a href="#">Standard 5.1.4.C - Unit 4 Lesson 4</a>
					5.1.4.D Identify key ideas about government found in significant documents:		IXL --K. Government, Lessons 4 - 5	OLS -- Government and Citizenship: Unit 8, Lessons 1 and 6		<a href="#">Standard 5.1.4.D - Unit 8 Lesson 6</a>
					5.1.4.F Identify state symbols, national symbols, and national holidays.		IXL -- L. American symbols, landmarks, and monuments; Lessons 1 - 11	OLS -- Touring North America: Unit 3, Lesson 1 Building the Modern World: Unit 5, Lesson 2		<a href="#">Standard 5.1.4.F - Unit 3 Lesson 1</a>
					5.2.4.A Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.		Citizen Freedom Liberty Responsibility Rights			OLS -- Government and Citizenship: Unit 8, Lessons 3 - 8
	5.2.4.B Describe the sources of conflict and disagreement and different ways conflict can be resolved.	IXL -- A. English colonies in North America; Lesson 5	OLS -- North America's History: Unit 4, Lessons 3, 7 and 8	<a href="#">Standard 5.2.4.B - Unit 4 Lesson 3</a>						
	5.2.4.C Describe the roles of leadership and public service in school, community, state, and nation.		OLS -- Government and Citizenship: Unit 8, Lesson 1	<a href="#">Standard 5.2.4.C - Unit 8 Lesson 1</a>						
	5.2.4.D Describe how citizens participate in school and community activities.		OLS -- Government and Citizenship: Unit 8, Lessons 3 - 4	<a href="#">Standard 5.2.4.D - Unit 8 Lesson 4</a>						
	5.3 How Government Works - The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	5.3.4.A Identify the roles of the three branches of government.	IXL --K. Government, Lessons 3; 6	IXL --K. Government, Lessons 3; 6	OLS -- Government and Citizenship: Unit 8, Lesson 1	<a href="#">Standard 5.3.4.A - Unit 8 Lesson 1</a>		
				5.3.4.B Describe how the elected representative bodies function in making local and state laws.		IXL --K. Government, Lessons 3; 6	OLS -- Government and Citizenship: Unit 8, Lesson 2	<a href="#">Standard 5.3.4.B - Unit 8 Lesson 2</a>		
				5.3.4.C Identify the services performed by local and state governments.		IXL --K. Government, Lessons 1 - 2	OLS -- Government and Citizenship: Unit 8, Lesson 2	<a href="#">Standard 5.3.4.C - Unit 8 Lesson 2</a>		
				5.3.4.D Identify positions of authority at the local and state, and national level.		IXL --K. Government, Lessons 1 - 3	OLS -- Government and Citizenship: Unit 8, Lessons 1 - 2	<a href="#">Standard 5.3.4.D - Unit 8 Lesson 2</a>		
				5.3.4.E Explain the voting process.		IXL --K. Government, Lessons 7	OLS -- Government and Citizenship: Unit 8, Lesson 3	<a href="#">Standard 5.3.4.E - Unit 8 Lesson 3</a>		
5.3.4.F Explain how different perspectives can lead to conflict.				IXL -- B. The American Revolution, Lesson 4 IXL -- C. Early 19th century American history, Lesson 6 IXL -- D. The Civil War and Reconstruction, Lesson 1 IXL -- E. 20th century American history, Lesson 1; 8		OLS -- Government and Citizenship: Unit 8, Lessons 4 - 5; 7	<a href="#">Standard 5.3.4.F - Unit 8 Lesson 7</a>			
5.3.4.G Identify individual interests and explain ways to influence others.				Authority Due Process		OLS -- Government and Citizenship: Unit 8, Lesson 3	<a href="#">Standard 5.3.4.G - Unit 8 Lesson 3</a>			

4th Grade Social Studies Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standards	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	5.4 How International Relationships Function Citizens balancing their freedom and liberties in one form of government create	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.		5.4.4.A 5.4.4.B 5.4.4.C 5.4.4.D 5.4.4.E Intentionally Blank	Nation-state Liberty Policy Relationship Rights	Intentionally Blank	Intentionally Blank		Intentionally Blank
<b>Economics Curriculum Framework</b>										
Grade 4	6.1 Economic Systems A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If-then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	6.1.4.A Identify scarcity of resources in a local community.	Economics Freedom Goods Liberty Services	IXL -- N. Basic economic principles; Lessons 1 - 3 IXL -- O. Banking and finance, Lesson 1 IXL -- P. Supply and demand; Lessons 1 - 6	OLS -- Economics and You: Unit 7, Lessons 1		<a href="#">Standard 6.1.4.A - Unit 7 Lesson 1</a>
					6.1.4.B Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.			OLS -- Economics and You: Unit 7, Lessons 1; 7	<a href="#">Standard 6.1.4.B - Unit 7 Lesson 1</a>	
					6.1.4.C Illustrate what individuals or organizations give up when making a choice.			OLS --Economics and You: Unit 7, Lesson 1; 4; 7	<a href="#">Standard 6.1.4.C - Unit 7 Lesson 1</a>	
					6.1.4.D Explain what influences the choices people make			OLS --Economics and You: Unit 7, Lesson 1; 4; 7	<a href="#">Standard 6.1.4.D - Unit 7 Lesson 7</a>	
	6.2 Markets and Functions of Governments - The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.		6.2.4.A Explain how a product moves from production to consumption.	Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction		OLS --Economics and You: Unit 7, Lesson 2	<a href="#">Standard 6.2.4.A - Unit 7 Lesson 2</a>	
					6.2.4.B Determine how sellers compete with one another.			OLS --Economics and You: Unit 7, Lesson 4	<a href="#">Standard 6.2.4.B and 6.2.4.C - Unit 7 Lesson 4</a>	
					6.2.4.C Differentiate between monetary and non-monetary incentives in advertising.			OLS --Economics and You: Unit 7, Lesson 4	<a href="#">Standard 6.2.4.B and 6.2.4.C - Unit 7 Lesson 4</a>	
					6.2.4.D Explain the role of buyers and sellers in determining prices of products.			OLS --Economics and You: Unit 7, Lesson 1; 4	<a href="#">Standard 6.2.4.D - Unit 7 Lesson 4</a>	
					6.2.4.E Explain why local businesses open and close.			OLS --Economics and You: Unit 7, Lesson 6	<a href="#">Standard 6.2.4.E - Unit 7 Lesson 6</a>	
					6.2.4.F Describe the role of a private economic institution in the local community.			OLS --Economics and You: Unit 7, Lesson 6	<a href="#">Standard 6.2.4.F - Unit 7 Lesson 6</a>	
					6.2.4.G Explain the three basic questions all economic systems must answer. - What to produce? - How? - For whom?			OLS --Economics and You: Unit 7, Lesson 1 - 4	<a href="#">Standard 6.2.4.G - Unit 7 Lesson 2</a>	
	6.3 Scarcity and Choice - Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.		6.3.4.A Explain how government responds to social needs by providing public goods and services.	Choice Costs Distribution Opportunity cost Scarcity		OLS -- Economics and You: Unit 7, Lessons 5 - 6	<a href="#">Standard 6.3.4.A- Unit 7 Lesson 5</a>	
					6.3.4.B Describe the impact of government involvement in state and national economic activities.			OLS -- Economics and You: Unit 7, Lessons 5 - 6; 8	<a href="#">Standard 6.3.4.B- Unit 7 Lesson 5</a>	
6.3.4.C Explore ways in which tax revenues are used in local community.					OLS --Economics and You: Unit 7, Lesson 5		<a href="#">Standard 6.3.4.C- Unit 7 Lesson 5</a>			
6.4 Economic Interdependence - The exchange of ideas, goods, and services affects the common	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.		6.4.4.A List and explain factors that promote specialization and division of labor.		OLS --Economics and You: Unit 7, Lesson 2	<a href="#">Standard 6.4.4.A - Unit 7 Lesson 2</a>			

4th Grade Social Studies Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standards	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	welfare and the balance of freedom				6.4.4.B Explain why nations trade.	CapitalDistribution		OLS --Economics and You: Unit 7, Lesson 1		<a href="#">Standard 6.4.4.B - Unit 7 Lesson 1</a>
	6.5 Work and Earnings The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.		6.5.4.B Identify the requirements for different careers and occupations.			OLS --Economics and You: Unit 7, Lesson 2		<a href="#">Standard 6.5.4.B - Unit 7 Lesson 2</a>
					6.5.4.G Compare different ways people save.			OLS --Economics and You: Unit 7, Lessons 6 - 8		<a href="#">Standard 6.5.4.G - Unit 7 Lesson 6</a>
					6.5.4.H Examine the basic operation of the banking system.	BenefitsCosts Good		OLS --Economics and You: Unit 7, Lesson 6		<a href="#">Standard 6.5.4.H - Unit 7 Lesson 6</a>
<b>Geography Curriculum Framework</b>										
<b>Grade 4</b>	7.1 Basic Geographic Literacy - Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If-then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking – Thinking across time and space (temporal)	7.1.4.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.4.B Describe and locate places and regions as defined by physical and human features.	Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location Maps and their	IXL -- F. Maps; Lessons 1 - 3	OLS --Find Your Way Around: Unit 1, Lessons 2 - 5 OLS --Exploring North America: Unit 2, Lesson 3 - 4		<a href="#">Standard 7.1.4.A- Unit 2 Lessons 3 - 4</a>
	7.2 The Physical Characteristics of Places and Regions - The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.		7.2.4.A Identify the physical characteristics of places and regions. 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.	Freedom Liberty Physical features Resources	IXL -- G. Physical geography; Lessons 1 - 5 IXL -- H. States; Lessons 1 - 15	OLS --Find Your Way Around: Unit 1, Lessons 2 - 8 OLS --Exploring North America: Unit 2, Lesson 1 - 8 OLS --Building the Modern World: Unit 5, Lesson 3		<a href="#">Standard 7.1.4.B- Unit 1 Lesson 6</a>
	7.3 The Human Characteristics of Places and Regions - Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.		7.3.4.A Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities	Demographic Ethnicity Mobility Region Spatial distribution	IXL -- A. English colonies in North America; Lessons 1 - 12	OLS --Find Your Way Around: Unit 1, Lessons 6 - 8 OLS --Touring North America: Unit 3, Lessons 2 - 4, 6 - 8 OLS --Building the Modern World: Unit 5, Lessons 1 - 8		<a href="#">Standard 7.3.4.A- Unit 1 Lesson 6</a>
	7.4 The Interactions Between People and Places - People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.		7.4.4.A Identify the effect of the physical systems on people within a community. 7.4.4.B Identify the effect of people on the physical systems within a community.	Dependent Interaction Physical environment Spatial patterns	IXL -- J. Cities; Lessons 1 - 5	OLS --Exploring North America: Unit 1, Lessons 1 - 8 OLS --Building the Modern World: Unit 5, Lesson 6 OLS --North American History: Unit 4, Lesson 2 - 5 OLS --Building the Modern World: Unit 5, Lessons 1 - 8		<a href="#">Standard 7.4.4.A- Unit 1 Lesson 6</a>
										<a href="#">Standard 7.4.4.B - Unit 4 Lesson 4</a>
<b>History Curriculum Framework</b>										
<b>Grade 4</b>	8.1 Historical Analysis and Skills Development - The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Reference the Academic standard for specific competencies. Students should be able to demonstrate the following: 1. Analytic Thinking – parts, break down complexity to useable information 2. Critical Thinking – “If-then”, rational, reasonable thinking, problem solving 3. Strategic Thinking – planning, what to do with the information 4. Chronological Thinking	8.1.4.A Identify and describe how geography and climate have influenced continuity and change over time. 8.1.4.B Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. 8.1.4.C Identify a specific research topic and develop questions relating to the research topic.	Chronologic Freedom Historical perspective Liberty Primary source Secondary source	IXL -- Q. Social studies skills; Lessons 1 - 2	OLS --Find Your Way Around: Unit 1, Lessons 6 - 8 OLS --Touring North America: Unit 3, Lesson 8 OLS -- North American History: Unit 4; Lesson 6 OLS --My State Project: Unit 6, Lessons 2		<a href="#">Standard 8.1.4.A- Unit 1 Lesson 6</a>
								OLS -- My State Project: Unit 6, Lesson 1		<a href="#">Standard 8.1.4.B - Unit 4 Lesson 6</a>
										<a href="#">Standard 8.1.4.C - Unit 6 Lesson 1</a>

4th Grade Social Studies Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standards	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8.2	Pennsylvania History - The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	– Thinking across time and space (temporal)	8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty		OLS --Building the Modern World: Unit 5, Lesson 2		<a href="#">Standard 8.2.4.A - Unit 5 Lesson 2</a>
					8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history.		IXL -- L. American symbols, landmarks, and monuments; Lessons 1 - 11 IXL --K. Government, Lessons 4 - 5	OLS -- My State Project: Unit 6, Lesson 2 - 4		<a href="#">Standard 8.2.4.B - Unit 6 Lesson 2</a>
					8.2.4.C Explain how continuity and change in Pennsylvania history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations			OLS -- North American's History: Unit 4, Lesson 8 OLS -- Building the Modern World: Unit 5, Lesson 1 - 8 OLS -- My State Project: Unit 6, Lesson 5 - 6		<a href="#">Standard 8.2.4.C- Unit 5 Lesson 2</a>
					8.2.4.D Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania Ethnicity and race Working conditions Immigration Military conflict Economic stability		IXL -- A. English colonies in North America; Lessons 4 - 9	OLS -- North American's History: Unit 4, Lesson 3; 7 - 8		<a href="#">Standard 8.2.4.D - Unit 4 Lesson 3</a>
					8.3.4.A Differentiate common characteristics of the social, political, cultural and economic groups in United States history.			OLS --Touring North America: Unit 3, Lesson 2 OLS --North America's History: Unit 4, Lessons 1 - 8		<a href="#">Standard 8.3.4.A - Unit 4 Lesson 3</a>
					8.3.4.B Locate historical documents, artifacts, and places critical to United States history.		IXL -- L. American symbols, landmarks, and monuments; Lessons 1 - 11 IXL --K. Government, Lessons 4 - 5	OLS --Touring North America: Unit 3, Lesson 1 OLS --North America's History: Unit 4, Lesson 6 OLS --Government and Citizenship: Unit 8, Lessons 1, 2, and 6		<a href="#">Standard 8.3.4.B- Unit 8 Lesson 1</a>
					8.3.4.C Explain how continuity and change in U.S. history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations			OLS --Touring North America: Unit 3, Lessons 3 - 8 OLS --North America's History: Unit 4, Lessons 1 - 8 OLS --Building the Modern World: Unit 5, Lessons 2 - 8		<a href="#">Standard 8.3.4.C - Unit 4 Lesson 1.pdf</a>
					8.3.4.D Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. Ethnicity and race Working conditions Immigration Military conflict Economic stability		Artifacts Change Conflict Continuity Contribution Control Freedom Liberty	OLS --Touring North America: Unit 3, Lessons 3 - 8 OLS --North America's History: Unit 4, Lessons 1 - 8 OLS --Building the Modern World: Unit 5, Lessons 2 - 8		<a href="#">Standard 8.3.4.D-Black History Month Lesson.pdf</a>

4th Grade Social Studies Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standards	Vocabulary	IXL	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	8.4 World History - The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.		8.4.4.A Differentiate common characteristics of the social, political, cultural, and economic groups in world history	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty		OLS --Building the Modern World: Unit 5, Lesson 2		<a href="#">Standard 8.4.4.A - Unit 5 Lesson 2</a>
					8.4.4.B Locate historical documents, artifacts, and sites, which are critical to World history.			OLS --Government and Citizenship: Unit 8, Lesson 1		<a href="#">Standard 8.4.4.B - Unit 8 Lesson 1</a>
					8.4.4.C Explain how continuity and change in world history have influenced personal development and identity. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations		IXL -- A. English colonies in N.A.; Lessons 1 - 9 IXL -- B. Then American Revolution; Lessons 1 - 8 IXL -- C. Early 19th century American history; Lessons 1 - 8 IXL -- D. The Civil War and Reconstruction; Lessons 1 - 5 IXL -- E. 20th century American history; Lessons 1 - 9	OLS --Building the Modern World: Unit 5, Lessons 2 - 8  Teacher Supplementation: Hispanic Heritage Month Boost Lesson		<a href="#">Standard 8.4.4.C-Hispanic Heritage Month Boost Lesso</a>
					8.4.4.D Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.			OLS --North America's History: Unit 4, Lesson 7		<a href="#">Standard 8.4.4.D - Unit 4 Lesson 7</a>



2023 -2024 Charter Renewal Application

Middle School Social Studies Framework

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	Curriculum Alignment (Early America History)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Civics and Government</b>											
5	Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?	Power and authority are to be distinguished from one another.	Understand the rule of law in protecting property rights, individual rights and the common good.	5.1.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Authority Citizen Freedom Liberty Principle Rights	Unit 7 Lesson 5 <b>Unit 7 You Can Change History! Lesson 7.1 State and Local Government</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 7 Lesson 5 - An Important Compromise</a>
				Describe the basic purposes of government in the classroom, school, community, state, and nation.	5.1.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 Lesson 6 <b>Unit 7 You Can Change History! Lesson 7.1 State and Local Government</b>		<a href="https://drive.google.com/open?id=1B1m6Q1-cRFQPlaxCEHSQ7hjpPww4ROaU2EPFzyzbrFcs">https://drive.google.com/open?id=1B1m6Q1-cRFQPlaxCEHSQ7hjpPww4ROaU2EPFzyzbrFcs</a>
				Describe the principles and ideals shaping local, state, and national government.	5.1.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Lesson 6.4 Lesson 6.5 <b>Unit 7 You Can Change History! Lesson 7.1 State and Local Government</b>		<a href="https://drive.google.com/open?id=1eCq7TzXamfommviveAopAlK6Cbq7i1lndM-U9LAhcY">https://drive.google.com/open?id=1eCq7TzXamfommviveAopAlK6Cbq7i1lndM-U9LAhcY</a>
				Interpret key ideas about government found in significant documents: Declaration of Independence, U.S. Constitution, Bill of Rights.	5.1.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 Lesson 9-10 <b>Unit 6 A New Nation Lesson 6.9 The Bill of Rights</b>		<a href="https://drive.google.com/open?id=181TxKFSuV9Hk-BcDN8W_5BcZq2q24FMb">https://drive.google.com/open?id=181TxKFSuV9Hk-BcDN8W_5BcZq2q24FMb</a>
				Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.	5.1.5.E	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 Lesson 11 <b>Unit 6 A New Nation Lesson 6.6 The Constitution: Main Ideas</b>		<a href="https://drive.google.com/open?id=1YwMT_H7LNgC9JmQTZ_on3Dab9FtoZ8jifDEOM-84Iw">https://drive.google.com/open?id=1YwMT_H7LNgC9JmQTZ_on3Dab9FtoZ8jifDEOM-84Iw</a>
				Explain the significance of state symbols, national symbols, and national holidays.	5.1.5.F	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<b>Unit 7 You Can Change History! Lesson 7.2 Pathways to Citizenship</b>		
5	People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.	5.2.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Citizen Freedom Liberty Responsibility Rights	Unit 7 Lesson 11 <b>Unit 7 Lesson 7.3 Being a Good Citizen</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Video clips and Government/Historical websites	<a href="https://drive.google.com/open?id=1YwMT_H7LNgC9JmQTZ_on3Dab9FtoZ8jifDEOM-84Iw">https://drive.google.com/open?id=1YwMT_H7LNgC9JmQTZ_on3Dab9FtoZ8jifDEOM-84Iw</a>
				Identify behaviors that promote cooperation among individuals.	5.2.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1W Label pictures of cross-cultural interaction with a partner. Proficiency Level 2: Emerging: 16.5.4-5.2W		Unit 7 Lesson 3 <b>Unit 6 A New Nation Lesson 6.9 The Bill of Rights</b>		<a href="https://drive.google.com/open?id=1mmsOub7ZDL3dfp3dCrAPetzg5KMufVNo0fzhewpAZE">https://drive.google.com/open?id=1mmsOub7ZDL3dfp3dCrAPetzg5KMufVNo0fzhewpAZE</a>
				Explain why individuals become involved in leadership and public service.	5.2.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 Lesson 3 <b>Unit 7 You Can Change History! Lesson 7.3 Being a Good Citizen</b>		<a href="https://drive.google.com/open?id=1hm9opsk6D8WVCP6OqTJKoFY1KkiQNs0QfvdUdHU">https://drive.google.com/open?id=1hm9opsk6D8WVCP6OqTJKoFY1KkiQNs0QfvdUdHU</a>
				Identify specific ways individuals participate in school and community activities.	5.2.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<b>Unit 7 You Can Change History! Lesson 7.5 The Media and Technology Lesson 7.8 Identifying Public Issues</b>		
5	The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	Describe the responsibilities and powers of the three branches of government.	5.3.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals. Proficiency Level 2: Emerging: 16.5.4-5.2S	Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare	<b>Unit 6 A New Nation Lesson 6.8 The Branches of Government</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Unit 6</a>
				Describe how the elected representative bodies function in making local, state, and national laws.	5.3.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<b>Unit 6 A New Nation Lesson 6.8 The Branches of Government Lesson 6.10 The First President</b>		<a href="#">Unit 6</a>
				Describe the role of local and state government officials.	5.3.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<b>Unit 6 A New Nation Lesson 6.8 The Branches of Government Lesson 6.10 The First President</b>		<a href="#">Unit 6</a>
				Describe the primary duties of elected local, state, and national positions.	5.3.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 Lesson 9 <b>Unit 6 A New Nation Lesson 6.8 The Branches of Government</b>		<a href="https://drive.google.com/open?id=1eCq7TzXamfommviveAopAlK6Cbq7i1lndM-U9LAhcY">https://drive.google.com/open?id=1eCq7TzXamfommviveAopAlK6Cbq7i1lndM-U9LAhcY</a>
				Identify the requirements to vote in local, state, and national elections.	5.3.5.E	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<b>Unit 7 You Can Change History! Lesson 7.3 Being a Good Citizen Lesson 7.4 Voting</b>		<a href="#">Unit 6</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	Curriculum Alignment (Early America History)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				Examine different ways conflicts can be resolved.	5.3.5.F	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 3 Lesson 9 Unit 4 Lesson 14 Unit 7 You Can Change History! Lesson 7.7 Asking Constitutional Questions	Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 3 Lesson 9</a>
				Describe how groups try to influence others.	5.3.5.G	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1W Label pictures of cross-cultural interaction with a partner. Proficiency Level 2: Emerging: 16.5.4-5.2W		Unit 6 A New Nation Lesson 6.11 Hamilton and Jefferson Unit 7 You Can Change History!		<a href="#">Standard 5.3.5.G</a>
				Identify various sources of mass media.	5.3.5.H	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.5 The Media and Technology		
5	Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other forms of government?	There are benefits and consequences of relationships between various forms of government.	Describe the difference between nation and country.	5.4.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Freedom Nation-state Liberty Policy Democracy	Unit 6 A New Nation Lesson 6.2 The Northwest Ordinance	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Lessons up to 6.6</a>
<b>Economics</b>											
5	A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Explain how limited resources and unlimited wants cause scarcity.	6.1.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Economics Freedom Goods Liberty Services	Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101 Unit 4 Lesson 6 and Lessons 12-16	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary  Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 3 Lesson 6</a>
				Explain ways in which people meet their basic needs and wants. Demonstrate the use of <del>labor and capital resources</del>	6.1.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101 Unit 4 Lesson 6 and Lessons 12-16		<a href="#">Unit 3 Lesson 6</a>
				Explain how people's choices have different economic consequences.	6.1.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Not present in curriculum  Unit 7 You Can Change History! Lesson 7.6 The Economy and You		
				Demonstrate how availability of resources affects choices.	6.1.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101 Unit 4 Lesson 6 and Lessons 12-16		<a href="#">Unit 3 Lesson 6</a>
5	The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Describe how goods and services are distributed.	6.2.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Demand Economic Institutions Flow of Goods Freedom Liberty Market Price Supply Transaction	Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101 Unit 4 Lesson 6 and Lessons 12-16	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary  Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 3 Lesson 6</a>
				Identify how pricing influences sellers and consumers.	6.2.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.6 The Economy and You		
				Explain how advertising causes people to change their behavior in predictable ways.	6.2.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.5 The Media and Technology		
				Identify factors that cause changes in price.	6.2.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.6 The Economy and You		
				Describe the impact of businesses opening and closing on Pennsylvania economy.	6.2.5.E	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101 Lesson 3.7 Tobacco Unit 4 Lesson 6 and Lessons 12-16		<a href="#">Unit 3 Lesson 7</a>
				Compare and contrast types of private economic institutions.	6.2.5.F	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.6 The Economy and You		
				Describe various economic systems: Traditional, Market, Command	6.2.5.G	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Unit 7 You Can Change History! Lesson 7.6 The Economy and You		

5th Grade History Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	Curriculum Alignment (Early America History)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5	Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	Scarcity and choice affect the allocation of resources.	Scarcity and choice affect the allocation of resources.	Describe the cost and benefits of government economic programs.	6.3.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Choice Costs Distribution Opportunity cost Scarcity	<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Video clips and Government/Historical websites	
				Describe factors that influence government's economic decision making.	6.3.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>		
				Explore ways in which tax revenue is collected.	6.3.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Not present in curriculum		
5	The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Explain why people specialize in the production of goods and services and divide labor.	6.4.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Capital Distribution-resouces Interdependence Labor	<a href="#">Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101</a> <a href="#">Unit 4 Lesson 6 and Lessons 12-16</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 3 Lesson 6</a>
				Explain the growth in international trade.	6.4.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Capital Distribution-resouces Interdependence Labor	Not present in curriculum		
				Explain how and where multinational corporations operate.	6.4.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Capital Distribution-resouces Interdependence Labor	Not present in curriculum		
				Identify various economic and non-economic organizations that contribute to interaction among individuals and nations.	6.4.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Capital Distribution-resouces Interdependence Labor	<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>		
5	The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.	Describe how the availability of goods and services is made possible by the work of members of the society.	6.5.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Benefits Costs Goods Productivity Services Wealth	<a href="#">Unit 3 Thirteen Colonies Part1 Lesson 3.6 Economics 101</a> <a href="#">Unit 4 Lesson 6 and Lessons 12-16</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 3 Lesson 7</a>
				Differentiate the requirements for different careers and occupations.	6.5.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Not present in curriculum		
				Explain how positive and negative incentives affect individual choices.	6.5.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>		
				Identify tangible and intangible assets.	6.5.5.E	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Not present in curriculum		
				Define entrepreneurship and its role in the local community.	6.5.5.F	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		Not present in curriculum		
				Identify the costs and benefits of saving.	6.5.5.G	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>		
				Identify the costs and benefits of borrowing.	6.5.5.H	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>		<a href="#">Unit 7 You Can Change History! Lesson 7.6 The Economy and You</a>		
<b>Geography</b>											
5	Geographic tools are constructs of man to represent	How are the tools of geography used to represent	Geographic tools were created	Describe how common geographic tools are used to organize and interpret information about people, places, and environments.	7.1.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Cartography Freedom GIS: Geographic-Information Systems	<a href="#">Unit 1 The Earliest Americans Lesson 1.3 Maps and Directions</a> <a href="#">Lesson 1.5 Mapping North American</a>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Standard 7.1.5.A</a>

5th Grade History Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	Curriculum Alignment (Early America History)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List	
5	Constructs or map to represent time, space and place.	geography used to represent time, space and place?	to study earth's phenomena.	Describe and locate places and regions as defined by physical and human features.	7.1.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Globes Liberty Location Maps and their Elements	<b>Unit 1 The Earliest Americans Lesson 1.3 Maps and Directions Lesson 1.5 Mapping North American Beginnings</b>	ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Unit 4 Lesson 4</a>	
5	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Describe the characteristics of places and regions.	7.2.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Freedom Liberty Physical Features Resources	<b>Unit 1 The Earliest Americans Lesson 1.3 Maps and Directions Lesson 1.5 Mapping North American Beginnings</b>	ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Standard 7.2.5.A</a>	
					7.2.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>			ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Unit 1 Lesson 5</a>	
5	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Identify the human characteristics of places and regions using the following criteria: Population, Culture, Economy, Environment.	7.3.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Demographic Ethnicity Mobility Region Social Distribution	Not present in curriculum <b>Lesson 1.5 Mapping North American Beginnings</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Unit 1 Lesson 5</a>	
5	People will use physical features, natural resources, and locations to influence their freedom and liberty.	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	Describe and explain the effects of the physical systems on people within regions.	7.4.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Dependent Interaction Physical Environment Spatial Patterns	<b>Unit 1 The Earliest Americans Lesson 1.3 Maps and Directions Lesson 1.5 Mapping North American Beginnings</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Unit 1 Lesson 5</a>	
					7.4.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>			ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Unit 1 Lesson 5</a>	
<b>History</b>												
5	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Identify and explain the influences of economic features on continuity and change over time.	8.1.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Chronologic Freedom Historical-Perspective Liberty Primary Source Secondary Source	<b>Unit 2 Unit 7 You Can Change History! Lesson 7.6 The Economy and You Unit 2 Unit 7 You Can Change History! Lesson 7.9 Gathering The Data Lesson 7.10 Evaluating the Evidence</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Unit 2 Lesson 1</a>	
				Classify and analyze fact and opinion from multiple points of view, and secondary sources as	8.1.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>				ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Unit 2 Lesson 1</a>
				Locate primary and secondary sources for the research topic and summarize in writing the	8.1.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>				Enrichment: Video clips and Government/Historical websites	<a href="#">Unit 2 Lesson 1</a>
5	The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Compare and contrast common characteristics of the social, political, cultural, and economic	8.2.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty	Not present in curriculum	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="#">Standard 8.2.5.A</a>	
				Illustrate concepts and knowledge of historical documents, artifacts, and places critical to	8.2.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support. Proficiency Level 2: Emerging: 16.5.4-5.2L				ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary	<a href="#">Standard 8.2.5C</a>
				Differentiate how continuity and change in Pennsylvania history are formed and operate.	8.2.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>				Enrichment: Video clips and Government/Historical websites	<a href="https://drive.google.com/open?id=1WZ5faxTopBxLHjwVTi8sD7iW4iEvDp-NcTNLbhmfmppw">https://drive.google.com/open?id=1WZ5faxTopBxLHjwVTi8sD7iW4iEvDp-NcTNLbhmfmppw</a>
				Examine patterns of conflict and cooperation among groups and organizations that impacted	8.2.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1W Label pictures of cross-cultural interaction with a partner. Proficiency Level 2: Emerging: 16.5.4-5.2W				<b>Unit 3 Thirteen Colonies Part 1 Lesson 3.1 The Powhatan</b>	
5	The study of the past gives information for today to	How does the history of the United States reflect the struggle in balancing freedom and liberty in the	The study of history is the story of the struggle to	Compare and contrast common characteristics of the social, political, cultural and economic groups in	8.3.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Artifacts Change Conflict Continuity	Units 3 to 6, 8 to 14 <b>Unit 1 The Earliest Americans Lesson 1.6 Touring the Continent</b>	SpEd: Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher	<a href="https://drive.google.com/open?id=1j7Nv8FGEJ9e7FHWiTEM4v5bHsPKVfV">https://drive.google.com/open?id=1j7Nv8FGEJ9e7FHWiTEM4v5bHsPKVfV</a>	
				Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United	8.3.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting.	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support. Proficiency Level 2: Emerging: 16.5.4-5.2L				<b>Unit 1 The Earliest Americans Lesson 1.3 Maps and Directions</b>	ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary

5th Grade History Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Vocabulary	Curriculum Alignment (Early America History)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
	make choices for liberty and freedom.	freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	balance freedom and liberty.	Differentiate how continuity and change in U.S. history are formed and operate.	8.3.5.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	<a href="#">CanDo-KeyUses-Gr-4-5.pdf</a>	Contribution Control Freedom Liberty	Units 3 to 6, 8 to 14	notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-dictionary  Enrichment: Video clips and Government/Historical websites	<a href="https://drive.google.com/open?id=1j7N88FGEJ9e7fHWitTEM4v5bHkPRKVFV">https://drive.google.com/open?id=1j7N88FGEJ9e7fHWitTEM4v5bHkPRKVFV</a>
				Examine patterns of conflict and cooperation among groups and organizations that impacted	8.3.5.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>			Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases. Proficiency Level 2: Emerging: 16.5.4-5.2R		Unit 6, 8, 10 to 14
5	The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.	Compare and contrast common characteristics of the social, political, cultural, and economic	8.4.5.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1W Label pictures of cross-cultural interaction with a partner. Proficiency Level 2: Emerging: 16.5.4-5.2W	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty	Units 3 to 6, 8 to 14	Spec. Study Guides (electronic and paper), restate questions, additional time, snip and paste, flipped class with videos, visual aids, small group with teacher  ELL: Alternate responses, advanced notes, extended time, teacher modeling, simplified and verbal instructions, frequent breaks, e-	<a href="#">Standard 8.4.5.A</a>
				Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to	8.4.5.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes <u>within the school setting.</u>	Standard Area - ELD 16.5.4-5 Proficiency Level 1: Entering: 16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support. Proficiency Level 2: Emerging: 16.5.4-5.2L		not present in curriculum		<a href="#">Standard 8.4.5.B</a>

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Civics and Government</b>													
5.1 Principles and Documents of Government	Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Refer to the grade band in the Academic Standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 5.1.6.A Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Authority Citizen Freedom Liberty Principle Rights	Unit 2 A Reformer, Newcomers, and Innovators Lesson 2.01 Corruption and Reform Lesson 2.02 Mark His Words Lesson 2.03 New Arrivals Lesson 2.04 Barring the Doors Lesson 2.05 Wyoming Wins Lesson 2.07 Don't Citizens Vote Lesson 2.12 Separate but Unequal Lesson 2.13 Courage Lesson 2.14 Differing Views Unit 3 A Politics, Power, and the People Lesson 3.01 Getting and Giving Lesson 3.05 In Office Lesson 3.07 A Third Party Lesson 3.08 Money Matters Lesson 3.09 Money Debates Lesson 3.11 A Grand Campaign Lesson 3.12 All Americans Unit 4 A Making Things Better Lesson 4.01 Changes at Work Lesson 4.02 Samuel Gompers Lesson 4.03 Mother Jones Lesson 4.04 Raking Muck Lesson 4.05 Tackling Trusts Lesson 4.07 Citizens of the Earth		Recognized deficit. Will be included in 23-24 SY
					<b>Standard - 5.1.6.B Compare and contrast a direct democracy with a republican form of government.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 7 A A Fascinating Era Lesson 7.01 Amending Behavior Lesson 7.02 Doubling Voters Lesson 7.03 Seeing Red Lesson 7.06 A New Kind of Hero Lesson 7.09 Boom and Bust Lesson 7.10 Suffering Lesson 7.11 Democracy in Danger Unit 2 B The Second World War Lesson 2.01 Dictating Disaster Lesson 2.02 Hatred in Action Lesson 2.03 Why War? Lesson 2.04 War Lesson 2.05 Who Was Who? Lesson 2.06 Democracy Defended Lesson 2.08 Democracy Denied Lesson 2.09 Strategies Lesson 2.10 The Beginning of the End Lesson 2.11 Closing In Lesson 2.12 End of an Era Lesson 2.13 End of War Lesson 2.14 A Beginning		
					<b>Standard - 5.1.6.C Explain how the principles and ideals shape local, state, and national government.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship		Unit 1 B Hard Times Lesson 1.02 A Woman of Courage Lesson 1.03 Polio and Politics Lesson 1.04 A Powerful President Lesson 1.05 The Government Grows		
5.2 Rights and Responsibilities of Citizenship	People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 5.2.6.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship	Citizen Freedom Liberty Responsibility Rights	Unit 2 A Reformer, Newcomers, and Innovators Lesson 2.01 Corruption and Reform Lesson 2.02 Mark His Words Lesson 2.03 New Arrivals Lesson 2.04 Barring the Doors Lesson 2.05 Wyoming Wins Lesson 2.07 Don't Citizens Vote Lesson 2.12 Separate but Unequal Lesson 2.13 Courage Lesson 2.14 Differing Views	Extended Time Assessment Choices	

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 5.2.6.B Explain how citizens resolve conflicts in society and government.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship		Unit 4 B A Turbulent Time Lesson 4.02 Crises Lesson 4.03 Time to Act Lesson 4.04 A Tragic Transition Lesson 4.05 The Great Society Lesson 4.06 Still Not Equal Lesson 4.08 More Guns Than Butter Lesson 4.09 Conflict Within Conflict Lesson 4.10 Women SPeak Out Lesson 4.11 Migrants Lesson 4.12 Hope and Hatred Lesson 4.13 Victories and Violence	Extended Time Assessment Choices	
					Standard - 5.2.6.C Describe the importance of political leadership and public service.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship		Unit 2 A Reformers, Newcomers, and Innovators Lesson 2.01 Corruption and Reform Lesson 2.02 Mark His Words Lesson 2.03 New Arrivals Lesson 2.04 Barring the Doors Lesson 2.05 Wyoming Wins Lesson 2.07 Don't Citizens Vote Lesson 2.12 Separate but Unequal Lesson 2.13 Courage Lesson 2.14 Differing Views Unit 3 A Politics, Power, and the People Lesson 3.01 Getting and Giving Lesson 3.05 In Office Lesson 3.07 A Third Party Lesson 3.08 Money Matters Lesson 3.09 Money Debates Lesson 3.11 A Grand Campaign Lesson 3.12 All Americans Unit 4 A Making Things Better Lesson 4.01 Changes at Work Lesson 4.02 Samuel Gompers Lesson 4.03 Mother Jones Lesson 4.04 Raking Muck	Extended Time Assessment Choices	
					Standard - 5.2.6.D Explain why participation in government and civic life is important.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship		Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 6 A Entering a New Century Unit 7 A Fascinating Era Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century	Extended Time Assessment Choices	
					Standard 5.2.6.E Identify examples of the rights and responsibilities of citizenship	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship			Extended Time Assessment Choices	
					Standard 5.2.6.F Identify examples of the rights and responsibilities of citizenship.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship			Extended Time Assessment Choices	

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard 5.2.6.G Explain the importance of participating in government and civic life.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship			Extended Time Assessment Choices	
5.3 How Government Works	The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	Standard - 5.3.6.A Describe the responsibilities and powers of the three branches of government.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Branches of the Government	Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare	Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 6 A Entering a New Century Unit 7 A A Fascinating Era Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century	Extended Time Assessment Choices	
					Standard - 5.3.6.B Define and compare the role and structure of local, state, and national governments.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Branches of the Government		Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century	Extended Time Assessment Choices	
					Standard - 5.3.6.C Describe how local, state, and national governments provide services.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 1 Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century		
					Standard - 5.3.6.D Identify leadership positions and their primary duties at the local, state, and national levels.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 6 A Entering a New Century Unit 7 A A Fascinating Era Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century		
					Standard - 5.3.6.E Describe the voting process, including registration, primaries, and general elections.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 6 A Entering a New Century Unit 7 A A Fascinating Era Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 5.3.6.F Explain how courts resolve conflicts.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 7 A A Fascinating Era Unit 1 B Hard Times Lesson 1.05 The Government Grows Unit 2 B The Second World War Unit 3 B Recovery, Reaction, and Reform Unit 4 B A Turbulent Time Unit 6 B Into the Twenty-First Century		
					Standard - 5.3.6.G Identify individual interest groups and how they impact government.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4 A Making Things Better Unit 6 A Entering a New Century Unit 7 A A Fascinating Era Unit 1 B Hard Times Unit 2 B The Second World War Unit 3 B Recovery, Reaction, Reform Unit 4 B A Turbulent Time Unit 5 B Not So Long Ago Unit 6 B Into the Twenty-First Century		
					Standard - 5.3.6.H Describe the influence of mass media on society.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Rights & Responsibilities of Citizenship		Unit 3 B Recovery, Reation, Reform Lesson 3.01 New Challenges Unit 5 B Not So Long Ago Lesson 5.05 The Great Communicator Unit 6 B Into the Twenty First Century Lesson 6.01 A Complicated Election Lesson 6.02 Terrible Challenges Lesson 6.03 Grave Decisions Lesson 6.05 Election Firsts	Extended Time Assessment Choices	
					Standard - 5.3.6.I Explain what taxes are and why they are necessary.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 1 A Hard Times Unit 3 A Politics, Power, and the People Lesson 3.01 Getting and Giving Lesson 3.02 Mountains of Money Lesson 3.03 How Much is too Much? Lesson 3.07 A Thirdy Party Lesson 3.08 Money Matters Lesson 3.09 Money Debates		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
5.4 How International Relationships Function	Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 5.4.6.A Identify how countries have varying interests.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Freedom Nation-state Liberty Policy Relationship Rights	Unit 2 A Reformers, Newcomers and Innovators Lesson 2.03 New Arrivals Lesson 2.04 Barring the Doors Unit 6 A Entering a New Century Lesson 6.02 Wanting War Lesson 6.03 Wanting More Lesson 6.08 Entangled in War Lesson 6.09 Ending War Unit 7 A A Fascinating Era Lesson 7.03 Seeing Red Unit 2 B The Second World War Unit 3 B Recovery, Reaction, Reform Lesson 3.05 Seeing Red Again Lesson 3.06 Hunt Red Lesson 3.10 Trouble Abroad Unit 5 B Not So Long Ago Lesson 5.08 Where in the World? Unit 6 B Into the Twenty-First Century Lesson 6.02 Terrible Challenges Lesson 6.03 Grave Decisions		
					<b>Standard - 5.4.6.B Explain the difference between allies and adversaries.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 1 A Changing and Growing Lesson 1.09 Sorrow Unit 2 A Reformers, Newcomers, and Innovators Lesson 2.13 Courage Lesson 2.14 Differing Views Unit 3 A Politics, Power, and the People Lesson 3.12 All Americans? Unit 2 B The Second World War (All Lessons) Unit 4 A Lesson 4.06 Still Not Equal Lesson 4.10 Women Speak Out		
<b>Economics</b>													
6.1 Economic systems	A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 6.1.6.A Explain how limited resources and unlimited wants cause scarcity.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Economics Freedom Goods Liberty Services	Unit 3 A Politics, Power, and the People Lesson		Recognized deficit. Will be include in 23-24 SY
					<b>Standard - 6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					<b>Standard - 6.1.6.C</b> Define opportunity cost and describe the opportunity cost of personal choice.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						
					<b>Standard - 6.1.6.D</b> Identify incentives that affect personal choices.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.02		
6.2 Markets and Functions of Governments	The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 6.2.6.A</b> Describe the interaction of consumers and producers of goods and services in the state and national economy.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction	Unit 3 A Politics, Power, and the People Lesson 3.01		
					<b>Standard - 6.2.6.B</b> Explain why and how market competition takes place.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.02 Lesson 3.03		
					<b>Standard - 6.2.6.C</b> Explain how advertising influences economic decisions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
					<b>Standard - 6.2.6.D</b> Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.02 Lesson 3.03		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					<b>Standard - 6.2.6.E</b> Explain the causes and effects of expansion and contraction of businesses.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						
					<b>Standard - 6.2.6.F</b> Explain the influence of private economic institutions on the local and state economy.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.02		
					<b>Standard - 6.2.6.G</b> Examine how various economic systems address the three basic questions.  What to produce? How? For whom?	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
6.3 Scarcity and Choice	Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 6.3.6.A</b> Examine government's role in providing public goods and services.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Choice Costs Distribution Opportunity cost Scarcity	Unit 3 A Politics, Power, and the People Lesson 3.03		
					<b>Standard - 6.3.6.B</b> Describe the impact of government involvement in state and national economic activities.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
					<b>Standard - 6.3.6.C</b> Explain the cost and benefits of taxation.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 6.3.6.D Explain the benefits of international trade.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
6.4 Economic Interdependence	The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	Standard - 6.4.6.A Explain why people specialize in the production of goods and services and divide labor.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Capital Distribution resources Interdependence Labor	Unit 3 A Politics, Power, and the People Lesson 3.02 Lesson 3.03		
					Standard - 6.4.6.B Explain how trade affects standards of living.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
					Standard - 6.4.6.C Explain how multinational corporations contribute to economic interdependence.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						
					Standard - 6.4.6.D Explain how transportation, communication networks, and technology contribute to economic interdependence.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						
6.5 Income, Profit & Wealth					Standard - 6.5.6.A Describe how the availability of goods and services is made possible by the work of members of the society.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Benefits Costs Goods Productivity Services Wealth	Unit 3 A Politics, Power, and the People Lesson 3.03		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 6.5.6.B Explain the concept of labor productivity.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Unit 4-7A Labor Unions		
					Standard - 6.5.6.D Explain how profits and losses serve as incentives.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.03		
					Standard - 6.5.6.E Describe how people accumulate tangible and intangible assets.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 2 A Politics, Power, and the People Unit 4-7A Haves and Have Nots		
					Standard - 6.5.6.F Explain the role of the entrepreneur in Pennsylvania. Standard - 6.5.6.G Identify the costs and benefits of saving.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Entrepreneur	Unit 3 A Politics, Power, and the People Lesson 3.03	Extend and Apply Learning Student Led Discussion	
					Standard - 6.5.6.H Explain the differences between interest rates for saving and borrowing.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						

Geography

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
7.1 Basic Geographic Literacy	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 7.1.6.A</b> Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Geographic Tools	Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location Maps and their Elements	Unit 3 A Politics, Power, and the People Lesson 3.07		Recognized deficit. Will be included during 23-24 SY
					<b>Standard - 7.1.6.B</b> Describe and locate places and regions as defined by physical and human features.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1L</b> Locate places or geographic features on a map from oral description. <b>Proficiency Level 2: Emerging: 16.5.6-8.2L</b> Select appropriate maps to identify regions, countries or landforms from oral description. <b>Proficiency Level 3: Developing: 16.5.6-8.3L</b> Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures. <b>Proficiency Level 4: Expanding: 16.5.6-8.4L</b> Compare and contrast different types of maps from oral descriptions using a graphic organizer. <b>Proficiency Level 5: Bridging: 16.5.6-8.5L</b>		Identifying U.S. Places and Regions		Unit 3 A Politics, Power, and the People Lesson 3.04 Lesson 3.07	Extended Time Assessment Choices	
7.2 The Physical Characteristics of Places and Regions	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 7.2.6.A</b> Describe the characteristics of places and regions.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1L</b> Locate places or geographic features on a map from oral description. <b>Proficiency Level 2: Emerging: 16.5.6-8.2L</b> Select appropriate maps to identify regions, countries or landforms from oral description. <b>Proficiency Level 3: Developing: 16.5.6-8.3L</b> Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures. <b>Proficiency Level 4: Expanding: 16.5.6-8.4L</b> Compare and contrast different types of maps from oral descriptions using a graphic organizer. <b>Proficiency Level 5: Bridging: 16.5.6-8.5L</b>			Freedom Liberty Physical features Resources	Unit 3 A Politics, Power, and the People Lesson 3.04 Lesson 3.07		
					<b>Standard - 7.2.6.B</b> Describe the physical processes that shape patterns on Earth's surface.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Units 4-7A		
7.3 The Human Characteristics of Places and Regions	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 7.3.6.A</b> Describe the human characteristics of places and regions using the following criteria: <b>Population</b> <b>Culture</b> <b>Settlement</b> <b>Economic activities</b> <b>Political activities</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Demographic Ethnicity Mobility Region Spatial distribution	Unit 3 A Politics, Power, and the People Lesson 3.07		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
7.4 The Interactions Between People and Places	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Usecentento demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 7.4.6.A Describe and explain the effects of the physical systems on people within regions.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Dependent Interaction Physical environment Spatial patterns	Unit 3 A Politics, Power, and the People Lesson 3.07		
					<b>Standard - 7.4.6.B Describe and explain the effects of people on the physical systems within regions.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.07		
<b>History</b>													
8.1 Historical Analysis and Skills Development	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Usecentento demonstrate: 1.Analytic Thinking 2.Critical Thinking 3.Strategic Thinking 4.Chronological Thinking	<b>Standard - 8.1.6.A Explain continuity and change over time using sequential order and context of events.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1S</b> <b>Name historical figures or events in photographs and illustrations with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2S</b> <b>Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3S</b> <b>Role-play scenes from th elives of historical figures or events with a team.</b> <b>Proficiency Level 4: Expanding: 16.5.6-8.4S</b> <b>Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.</b> <b>Proficiency Level 5: Bridging: 16.5.6-8.5S</b> <b>Debae or defend a decision or action of an historical figure or event in teams.</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1W</b> <b>Label pictures of historical events with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2W</b> <b>Write phrases or short sentences about visually supported historical events using sentence frames.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3W</b> <b>Compare and/or contrast visually supported historical</b>		Chronological Thinking Historical Comprehension and Research	Chronologic Freedom Historical perspective Liberty Primary source Secondary source	Unit 1, Lesson 1 Welcome to American  Unit 3 A Politics, Power, and the People Lesson 3.1 Getting and Giving Lesson 3.2 Mountains of Money	Study Sheets Guided Reading Self Assessment Extended Time Assessment Choices Game Based Learning Project based learning	<b>Sept. 16</b> <a href="https://drive.google.com/open?id=1979KMeFl7KWjTR_QCjG9yztDbIm-fOm78Fnbou2LEk">https://drive.google.com/open?id=1979KMeFl7KWjTR_QCjG9yztDbIm-fOm78Fnbou2LEk</a> <b>Dec. 6</b> <a href="https://drive.google.com/open?id=1RZ0zAnUyNWfBPT9HpsfLVLGUUnLw3HD-zxyhGQQ_cb7A">https://drive.google.com/open?id=1RZ0zAnUyNWfBPT9HpsfLVLGUUnLw3HD-zxyhGQQ_cb7A</a> <b>Jan. 29</b> <a href="https://drive.google.com/open?id=1hD-n7eeWEZ7NufVd3Yc-N6KlkNo07Jv0c9-o-Qm6ack">https://drive.google.com/open?id=1hD-n7eeWEZ7NufVd3Yc-N6KlkNo07Jv0c9-o-Qm6ack</a>  <a href="#">Unit 3 A Lesson 1 &amp; 2</a>
					<b>Standard - 8.1.6.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1S</b> <b>Name historical figures or events in photographs and illustrations with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2S</b> <b>Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3S</b> <b>Role-play scenes from th elives of historical figures or events with a team.</b> <b>Proficiency Level 4: Expanding: 16.5.6-8.4S</b> <b>Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.</b>		Geographic Tools Chronological Thinking Historical Comprehension and Research		Unit 7 Lesson 7.10 Suffering Lesson 7.11 Democracy in Danger Unit 8 Lesson 8.01 Young Franklin Lesson 8.02 A Woman of Courage  Unit 2 A Reformers, Newcomers, and Innovators Lesson 2.08 Finding and Organizing Information Part 1 Lesson 2.09 Finding and Organizing Information Part 2 Lesson 2.10 Writing The Essay Unit 1 B Hard Times	Extended Time Assessment Choices	<b>Sept. 13</b> <a href="https://drive.google.com/open?id=1cWu7qwbQHUX9jiB2Bua_QAI2eGyLQkHgVbBE96c2Z21">https://drive.google.com/open?id=1cWu7qwbQHUX9jiB2Bua_QAI2eGyLQkHgVbBE96c2Z21</a> <b>Dec. 6</b> <a href="https://drive.google.com/open?id=1RZ0zAnUyNWfBPT9HpsfLVLGUUnLw3HD-zxyhGQQ_cb7A">https://drive.google.com/open?id=1RZ0zAnUyNWfBPT9HpsfLVLGUUnLw3HD-zxyhGQQ_cb7A</a>

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 8.1.6.C Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.6-8 Proficiency Level 1: Entering: 16.5.6-8.1R Identify words and phrases from text and charts with visual support. Proficiency Level 2: Emerging: 16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer. Proficiency Level 3: Developing: 16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer. Proficiency Level 4: Expanding: 16.5.6-8.4R Analyze data based on information and charts in a small group. Proficiency Level 5: Bridging: 16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group. Proficiency Level 1: Entering: 16.5.6-8.1W Label pictures of historical events with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames. Proficiency Level 3: Developing: 16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram. Proficiency Level 4: Expanding: 16.5.6-8.4W		Chronological Thinking Historical Comprehension and Research		Unit 1 B Hard Times Lesson 1.08 Forming a Thesis	Extended Time Assessment Choices	Dec. 6 <a href="https://drive.google.com/open?id=1RZ0zAnUyNwFbPT9HpsfUwGVUnLw3HD-zxvhGQQ_cb7A">https://drive.google.com/open?id=1RZ0zAnUyNwFbPT9HpsfUwGVUnLw3HD-zxvhGQQ_cb7A</a>
					Standard 8.1.6.D Describe and Explain Historical Research	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Chronological Thinking Historical Comprehension and Research		Unit 1 B Hard Times Lesson 1.07 Choosing A Topic Lesson 1.08 Forming a Thesis Lesson 1.09 Completing the Essay Outline Lesson 1.10 Writing the First Draft Lesson 1.11 Writing the Final Draft	Extended Time Assessment Choices	Dec. 6 <a href="https://drive.google.com/open?id=1RZ0zAnUyNwFbPT9HpsfUwGVUnLw3HD-zxvhGQQ_cb7A">https://drive.google.com/open?id=1RZ0zAnUyNwFbPT9HpsfUwGVUnLw3HD-zxvhGQQ_cb7A</a>
8.2 Pennsylvania History	The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	Standard - 8.2.6.A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Artifacts Change Conflict Continuity Contribution Control Freedom Liberty	Unit 3 A Politics, Power, and the People Lesson 3.07		Recognized deficit. Will be included during 23-24 SY
					Standard - 8.2.6.B Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>				Unit 3 A Politics, Power, and the People Lesson 3.04		

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
					Standard - 8.2.6.C Explain how continuity and change have impacted Pennsylvania history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	CanDo-Key Uses- Gr.6-8				Unit 1 A Changing and Growing Lesson 1.05 Rails Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People		
					Standard - 8.2.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. Ethnicity and race Working Conditions Immigration Military conflict	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	CanDo-Key Uses- Gr.6-8				Unit 1 A Changing and Growing Lesson 1.05 Rails Unit 2 A Reformers, Newcomers, and Innovators Unit 3 A Politics, Power, and the People Unit 4-7A Labor Unions		
8.3 United States History	The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies. Use content to demonstrate: 1.Chronological Thinking 2.Strategic Thinking 3.Critical Thinking 4.Analytic Thinking	Standard - 8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	CanDo-Key Uses- Gr.6-8		Rights & Responsibilities of Citizenship	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty  Boss Tweed Constituents Fraud Political Machine Thomas Nast Mark Twain Gilded Age Jacob Riis Alien Nativist Prejudice Yick Wo vs. Hopkins Civil Case Criminal Case Suffrage Esther Morris	Unit 2, Lesson 1 Corruption and Reform Unit 2, Lesson 2 Mark His Words Unit 2, Lesson 3 New Arrivals Unit 2, Lesson 4 Barring the Doors Unit 2, Lesson 5 Wyoming Wins Unit 2, Lesson 11 Separate but Equal Unit 2, Lesson 12 Courage Unit 2, Lesson 14 Differing Views Unit 2 Review Unit 3, Lesson 1 Getting and Giving Unit 3, Lesson 2 Mountains of Money Unit 3, Lesson 3 How Much is Too Much? Unit 3 Unit 3 In Class Work Day Unit 3, Lesson 4 Building Up Unit 3, Lesson 5 In Office Unit 3, Lesson 7 A Third Party Unit 3, Lesson 8 Money Matters Unit 3, Lesson 9 Money Debates Unit 3, Lesson 11 A Grand Champion Unit 3, Lesson 12 All American Semester 2, Unit 1, Lesson 1 Young Franklin Semester 2, Unit 1, Lesson 2 A Women of Courage	Study Sheets Guided Reading Extended Time Game Based Learning Collaborative Peer Teaching Assessment Choices Direct Instruction Peer Teaching Project Based Learning Student Led Discussion Quizlet Link and Worksheet Packet Answers in Red on Whiteboard Extend & Apply Learning Group Collaboration Breakout Rooms	Oct. 8 <a href="https://drive.google.com/open?id=1YeFCZdfbCxymNmQK25og7oJbZxizWnH3T_Q_98mSsE">https://drive.google.com/open?id=1YeFCZdfbCxymNmQK25og7oJbZxizWnH3T_Q_98mSsE</a> Oct. 9 <a href="https://drive.google.com/open?id=1nYDbrTQDQUW6kt-tzD6etskTRlIjDXE2oYHpfpk0YXE">https://drive.google.com/open?id=1nYDbrTQDQUW6kt-tzD6etskTRlIjDXE2oYHpfpk0YXE</a> Oct. 15 <a href="https://drive.google.com/open?id=12Qz_8kspkhpGxOWCbaeU7ZAF_zcirZi3jWVBUcRrY">https://drive.google.com/open?id=12Qz_8kspkhpGxOWCbaeU7ZAF_zcirZi3jWVBUcRrY</a> Oct. 16 <a href="https://drive.google.com/open?id=1u58w5g35_ocBnvg9e-xcJPcJtd-Rk1wLUTX0erxAIU-s">https://drive.google.com/open?id=1u58w5g35_ocBnvg9e-xcJPcJtd-Rk1wLUTX0erxAIU-s</a> Nov. 1 <a href="https://drive.google.com/open?id=1-cSQCEZSXQQGfWxDR8nGJ-5TYikNoTqFQkR4e2kuY">https://drive.google.com/open?id=1-cSQCEZSXQQGfWxDR8nGJ-5TYikNoTqFQkR4e2kuY</a> Nov. 4 <a href="https://drive.google.com/open?id=1zl07RbRoNl_57vdRtp1TVUmfw-K4rpnWLCNxmtdhmHY">https://drive.google.com/open?id=1zl07RbRoNl_57vdRtp1TVUmfw-K4rpnWLCNxmtdhmHY</a> Nov. 5 <a href="https://drive.google.com/open?id=1DidsIloV_1ZLzMKOOVpdCq7t13JtrsrHuVR69r2PAGo">https://drive.google.com/open?id=1DidsIloV_1ZLzMKOOVpdCq7t13JtrsrHuVR69r2PAGo</a> Nov. 12 <a href="https://drive.google.com/open?id=1i2nbl_DUL20bCM60UE6tfnRnytn9nblFzA2r1i48q8">https://drive.google.com/open?id=1i2nbl_DUL20bCM60UE6tfnRnytn9nblFzA2r1i48q8</a>

Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				<b>Standard - 8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Crazy Horse Reservations Friendly Letter Veterans Day Prohibition Speakeasy Bootlegger Temperance Movement Suffrage Suffragist Red Scare Communism anarchist Alien Law Reds Sedition Law Black Migration Evolution Flappers Herbert Hoover Al Smith Bear/Bull Market Stock Stock Exchange	50 States and Capitals Unit Unit 1, Lesson 9 Sorrow Unit 2 Introduction Unit 7, Lesson 1 Amending the Constitution Unit 7, Lessons 2 & 3 Doubling Votes and Seeing Red Unit 7, Lesson 4 The Twenties Unit 7, Lesson 9 Boom or Bust Unit 7, Lesson 10 Suffering Unit 7, Lesson 11 Democracy in Danger Unit 7 Roaring Twenties Poster Project Unit 7, Roaring Twenties Poster Project Presentations	Video to Supplement Learning Study Sheets Guided Reading Self Assessment Direct Instruction Collaborative Groupwork Visualizing Extend and Apply Learning	Sept. 9 <a href="https://drive.google.com/open?id=1kxjsuBpNOKz9jXt3zFD6tznjqaEhcXvsljSC9uw">https://drive.google.com/open?id=1kxjsuBpNOKz9jXt3zFD6tznjqaEhcXvsljSC9uw</a> Sept. 10 <a href="https://drive.google.com/open?id=1MY9b-moXXdO81bEAdboROU8iqHFDnTQX0LsW-imH8">https://drive.google.com/open?id=1MY9b-moXXdO81bEAdboROU8iqHFDnTQX0LsW-imH8</a> Sept. 11 <a href="https://drive.google.com/open?id=1k1EjY7-9ig8xdoNydVEXfsqNHZQD5c0YRISmnbRPJQ">https://drive.google.com/open?id=1k1EjY7-9ig8xdoNydVEXfsqNHZQD5c0YRISmnbRPJQ</a> Sept. 30 <a href="https://drive.google.com/open?id=1rtvnXxcF0099VaTo9tCHFuX3FnH_N1NO8m-w8lOc0s8">https://drive.google.com/open?id=1rtvnXxcF0099VaTo9tCHFuX3FnH_N1NO8m-w8lOc0s8</a> Oct. 7 <a href="https://drive.google.com/open?id=1QSqok2dqZFJ2tbVFB27RMISV5wzp2CK1i0pMGAltX4">https://drive.google.com/open?id=1QSqok2dqZFJ2tbVFB27RMISV5wzp2CK1i0pMGAltX4</a> Feb. 10 <a href="https://drive.google.com/open?id=1x1dZ9uFHTXc0eppUoyPjzsD0ish4x6cTRj9fAMcl-g">https://drive.google.com/open?id=1x1dZ9uFHTXc0eppUoyPjzsD0ish4x6cTRj9fAMcl-g</a> Feb. 11 <a href="https://drive.google.com/open?id=1EWMPsh3L6YPO3JEqVBQ8uza2R-uxYHPFXTp3kn2Vig">https://drive.google.com/open?id=1EWMPsh3L6YPO3JEqVBQ8uza2R-uxYHPFXTp3kn2Vig</a> Feb.12 <a href="https://drive.google.com/open?id=1k20Ku9VE9InFwCCQlWUrU7mVg8YLUefjaPjB_LclhrVo">https://drive.google.com/open?id=1k20Ku9VE9InFwCCQlWUrU7mVg8YLUefjaPjB_LclhrVo</a> Feb. 24
				<b>Standard - 8.3.6.C Explain how continuity and change have impacted U.S. history.</b>  <b>Belief systems and religions</b> <b>Commerce and industry</b> <b>Technology</b> <b>Politics and government</b> <b>Physical and human geography</b> <b>Social organizations</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>	Branches of the Government	Range Transcontinental Railroad Great American Desert Barbed Wire Plow Homesteading Homestead Act Crazy Horse ReservationsBessemer capital strike John D Rockefeller J.P. Morgan cooperation monopoly trust Sherman AntiTrust Act tarrif traditional economy command economy market economy	Unit 1, Lesson 2 Westward Ho Unit 1, Lesson 3 A Cowboys Life Unit 1, Lesson 5 Rails Unit 1, Lesson 6 Homesteading Unit 1, Lesson 7 Losing a Way of Life Unit 1, Lesson 9 Sorrow Unit 1, Lesson 10 Unit 1 Review Unit 1 In Class Review Unit 2 Innovator Project Unit 3, Lesson 1 Getting and Giving Unit 3, Lesson 2 Mountains of Money Unit 3, Lesson 3 How Much Is Too Much? Unit 3, Lesson 4 Building Up Unit 3, Lesson 5 In Office Unit 3, Lesson 7 A Third Party Unit 3, Lesson 8 Money Matters Unit 3, Lesson 9 Money Debates Unit 3, Lesson 11 A Grand Champion Unit 4, Lesson 1 Changes at Work Unit 4, Lesson 2 Samuel Gompers Unit 4, Lesson 3 Mother Jones Unit 4, Lesson 4 Raking Muck Unit 4, Lesson 5 Tackling Trust Unit 4, Lesson 7 Citizens of the Earth	Study Sheets Guided Reading Self Assessment Collaborative Groupwork Project Based Learning Collaborative Peer Teaching Extended Time Break out Room Use Game based learning Project Based Learning Direct Instruction Assessment Choices Visualizing Extend and Apply Learning Quizlet Link and Worksheet Packet Answers in Red on Whiteboard Hands On Learning	Sept. 17 <a href="https://drive.google.com/open?id=18IE3NhmAZ2PsBj51PKOEFliqXm4k5Yl04c3pTevU">https://drive.google.com/open?id=18IE3NhmAZ2PsBj51PKOEFliqXm4k5Yl04c3pTevU</a> Sept. 18 <a href="https://drive.google.com/open?id=1e5900-et0RIU0zslnsBz13P8au_kbGgmj-2X7c73TA">https://drive.google.com/open?id=1e5900-et0RIU0zslnsBz13P8au_kbGgmj-2X7c73TA</a> Sept. 23 <a href="https://drive.google.com/open?id=1-aen2FzhK3h0guZoywtkck9W0--ZslaGdFFDf5k">https://drive.google.com/open?id=1-aen2FzhK3h0guZoywtkck9W0--ZslaGdFFDf5k</a> Sept. 24 <a href="https://drive.google.com/open?id=1so09xEFYFG63M2uRx762uz_wtyWnEJ25sbEmq00hTkC">https://drive.google.com/open?id=1so09xEFYFG63M2uRx762uz_wtyWnEJ25sbEmq00hTkC</a> Sept. 25 <a href="https://drive.google.com/open?id=12my7AVNOebuP4DCVp7tNStHu0Y058m4fuz-9Bm4eU">https://drive.google.com/open?id=12my7AVNOebuP4DCVp7tNStHu0Y058m4fuz-9Bm4eU</a> Sept. 30 <a href="https://drive.google.com/open?id=1rtvnXxcF0099VaTo9tCHFuX3FnH_N1NO8m-w8lOc0s8">https://drive.google.com/open?id=1rtvnXxcF0099VaTo9tCHFuX3FnH_N1NO8m-w8lOc0s8</a> Oct. 1 <a href="https://drive.google.com/open?id=1AHS2feFJTA1psxjsliYxH6gn7QKJ_Flh93q9ibPcoM">https://drive.google.com/open?id=1AHS2feFJTA1psxjsliYxH6gn7QKJ_Flh93q9ibPcoM</a> Oct. 2 <a href="https://drive.google.com/open?id=197UvzwYWA6zxpOzyxXWt5gEjr53QE3Odz05wq8W0PwM">https://drive.google.com/open?id=197UvzwYWA6zxpOzyxXWt5gEjr53QE3Odz05wq8W0PwM</a> Oct. 28	
				<b>Standard - 8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S.</b>  <b>Ethnicity and race</b> <b>Working conditions</b> <b>Immigration</b> <b>Military conflict</b> <b>Economic stability</b>	PA ELD Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Great American Desert Barbed Wire Plow Homesteading Homestead Act Crazy Horse Reservations Boss Tweed Constituents Fraud Political Machine Thomas Nast Mark Twain Guided Age Jacob Riis Alien Nativist Prejudice Yick Wo vs. Hopkins Civil Case Criminal Case Suffrage Esther Morris Plessy vs Ferguson	Unit 1, Lesson 6 Homesteading Unit 1, Lesson 7 Losing a Way of Life Unit 1 Review Unit 1 In Class Review Unit 2, Lesson 1 Corruption and Reform Unit 2, Lesson 2 Mark His Words Unit 2, Lesson 3 New Arrivals Unit 2, Lesson 4 Barring the Doors Unit 2, Lesson 5 Wyoming Wins Unit 2, Lesson 11 Separate but Equal Unit 2, Lesson 12 Courage Unit 2, Lesson 14 Differing Views Unit 2 Review Unit 3, Lesson 1 Getting and Giving Unit 3, Lesson 2 Mountains of Money Unit 3, Lesson 3 How Much is Too Much? Unit 3, Lesson 9 Money Debates Unit 3, Lesson 11 A Grand Champion Unit 4, Lesson 1 Changes at Work Unit 4, Lesson 2 Samuel Gompers Unit 4, Lesson 3 Mother Jones Unit 4, Lesson 4 Raking Muck Unit 4, Lesson 5 Tackling Trust Unit 4, Lesson 7 Citizens of the Earth	Study Sheets Guided Reading Self Assessment Game Based Learning Collaborative Peer Teaching Extended Time Breakout Room Use Game based learning Project based learning Direct Instruction Collaborative Groupwork Visualizing Extend and Apply Learning	Sept. 24 <a href="https://drive.google.com/open?id=1so09xEFYFG63M2uRx762uz_wtyWnEJ25sbEmq00hTkC">https://drive.google.com/open?id=1so09xEFYFG63M2uRx762uz_wtyWnEJ25sbEmq00hTkC</a> Sept. 25 <a href="https://drive.google.com/open?id=12my7AVNOebuP4DCVp7tNStHu0Y058m4fuz-9Bm4eU">https://drive.google.com/open?id=12my7AVNOebuP4DCVp7tNStHu0Y058m4fuz-9Bm4eU</a> Oct. 1 <a href="https://drive.google.com/open?id=1AHS2feFJTA1psxjsliYxH6gn7QKJ_Flh93q9ibPcoM">https://drive.google.com/open?id=1AHS2feFJTA1psxjsliYxH6gn7QKJ_Flh93q9ibPcoM</a> Oct. 2 <a href="https://drive.google.com/open?id=197UvzwYWA6zxpOzyxXWt5gEjr53QE3Odz05wq8W0PwM">https://drive.google.com/open?id=197UvzwYWA6zxpOzyxXWt5gEjr53QE3Odz05wq8W0PwM</a> Oct. 8 <a href="https://drive.google.com/open?id=1YeE-CZdfbCxymNmQK25og7oJnZxizWnH3T_Q-9Bm5sE">https://drive.google.com/open?id=1YeE-CZdfbCxymNmQK25og7oJnZxizWnH3T_Q-9Bm5sE</a> Oct. 9 <a href="https://drive.google.com/open?id=1nVDBrTDDQUW6kt-tzD6etsktRlljDXE2oYHpfkYOXE">https://drive.google.com/open?id=1nVDBrTDDQUW6kt-tzD6etsktRlljDXE2oYHpfkYOXE</a> Oct. 15 <a href="https://drive.google.com/open?id=12Qz_8kspkhpGx0wCbauU7ZAF_zciZi3jWVBUCRrY">https://drive.google.com/open?id=12Qz_8kspkhpGx0wCbauU7ZAF_zciZi3jWVBUCRrY</a> Oct. 16 <a href="https://drive.google.com/open?id=1u58w5g35_ocBnvg9e-xcPCJtd-Rk1wUTX0erxAiu-s">https://drive.google.com/open?id=1u58w5g35_ocBnvg9e-xcPCJtd-Rk1wUTX0erxAiu-s</a> Nov. 4	

	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
8.4 World History	The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>Standard - 8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Artifacts Change Conflict Continuity Contribution Control Freedom Liberty Temperance Susan B. Anthony Elizabeth Cady Stanton Innovator Communism Facism Nationalism Nazism Totalitarian State Treaty of Versailles Reparations Franco Mussolini Stalin Tojo Hitler Anti-Semitism	Unit 2 Voting a Right and a Responsibility Unit 2, Lesson 6 Don't Citizens Vote Unit 2 Innovators Project Friendly Letter Close Reading: Seasonal Activity Entrepreneurship Semester 2, Unit 2, Lesson 1 Dictating Disaster Semester 2, Unit 2, Lesson 2 Hared in Action Semester 2, Unit 2, Lesson 3 Why War? Semester 2, Unit 2, Lesson 4 War Semester 2, Unit 2, Lesson 5 Who Was Who? Semester 2, Unit 2, Lesson 6 Democracy Defeated Semester 2, Unit 2, Lesson 9 Strategies Semester 2, Unit 2, Lesson 10 The Beginning of the End	Study Sheets Extended Time Extend and Apply Learning Project Based Learning Guided Reading Student Led Discussion Direct Instruction Group Collaboration Breakout Room Use Hands on Learning	Oct. 21 <a href="https://drive.google.com/open?id=1svsHP97HmzW5lxN3gyip7xR7mr0fETHKfcsKgsIzqc">https://drive.google.com/open?id=1svsHP97HmzW5lxN3gyip7xR7mr0fETHKfcsKgsIzqc</a> Oct. 22 <a href="https://drive.google.com/open?id=1fj1kTHIM4XKqYIDlQTYC_FQ_oICFeaShkiUht8JASU">https://drive.google.com/open?id=1fj1kTHIM4XKqYIDlQTYC_FQ_oICFeaShkiUht8JASU</a> Oct. 23 <a href="https://drive.google.com/open?id=1EJEEO7spV5afw3lk-aOTdTv1GPEI_CK3o0ad_op4ib0">https://drive.google.com/open?id=1EJEEO7spV5afw3lk-aOTdTv1GPEI_CK3o0ad_op4ib0</a> Nov. 1 <a href="https://drive.google.com/open?id=1-cSQCEZSXQQGfWxDR8nGJ-STYikNoTqFQUkR4e2kuY">https://drive.google.com/open?id=1-cSQCEZSXQQGfWxDR8nGJ-STYikNoTqFQUkR4e2kuY</a> Nov. 27 <a href="https://drive.google.com/open?id=1JSD0eiVbUUDltusWkM0oH836NkTEjCUAXizjq5_-4">https://drive.google.com/open?id=1JSD0eiVbUUDltusWkM0oH836NkTEjCUAXizjq5_-4</a> March 31 <a href="https://drive.google.com/open?id=1XySPLg_57X6XxrcjFyq8ZgUAkukxqfFPEgY2l7Fpw">https://drive.google.com/open?id=1XySPLg_57X6XxrcjFyq8ZgUAkukxqfFPEgY2l7Fpw</a> April 1 <a href="https://drive.google.com/open?id=1FvgCNOU8En57SaHdQYJrDtp7rcYQU9-nOdvNgr7do">https://drive.google.com/open?id=1FvgCNOU8En57SaHdQYJrDtp7rcYQU9-nOdvNgr7do</a> April 14 <a href="https://drive.google.com/open?id=1PKKeuNk-W44AvngQZu2_Z11tQTPblz7Dmdk-6_irpTo">https://drive.google.com/open?id=1PKKeuNk-W44AvngQZu2_Z11tQTPblz7Dmdk-6_irpTo</a>
					<b>Standard - 8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Anti-Semitism Xenophobia Auschwitz Majdanek Kristall Nacht Attack on Pearl Harbor Blitzkrieg Edward R. Murrow	Unit 2 Voting a Right and a Responsibility Semester 2, Unit 2, Lesson 2 Hatred in Action Semester 2, Unit 2, Lesson 4 War Semester 2, Unit 2, Lesson 5 Who Was Who? Semester 2, Unit 2, Lesson 6 Democracy Defeated	Study Sheets Extended Time Direct Instruction Guided Reading Collaborative Groupwork Breakout Room Use	Oct 21 <a href="https://drive.google.com/open?id=1svsHP97HmzW5lxN3gyip7xR7mr0fETHKfcsKgsIzqc">https://drive.google.com/open?id=1svsHP97HmzW5lxN3gyip7xR7mr0fETHKfcsKgsIzqc</a> April 21 <a href="https://drive.google.com/open?id=1A8V9lbid0jP8uE8VhxU7o2DDf3xiksDh99pBjzpnFuU">https://drive.google.com/open?id=1A8V9lbid0jP8uE8VhxU7o2DDf3xiksDh99pBjzpnFuU</a> April 27 <a href="https://drive.google.com/open?id=1OYRhU4hGBpQVduP24mmBZefkAdSMrVAqSX_p51rzvc">https://drive.google.com/open?id=1OYRhU4hGBpQVduP24mmBZefkAdSMrVAqSX_p51rzvc</a> April 28 <a href="https://drive.google.com/open?id=1h6wbP_KzrrAUCMNVtSD54AED-D_c54M0qgbWUMklil">https://drive.google.com/open?id=1h6wbP_KzrrAUCMNVtSD54AED-D_c54M0qgbWUMklil</a>
					<b>Standard - 8.4.6.C Explain how continuity and change have impacted world history.</b>  <b>Belief systems and religions</b> <b>Commerce and industry</b> <b>Technology</b> <b>Politics and government</b> <b>Physical and human geography</b> <b>Social organizations</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>		Branches of the Government	Temperance Susan B. Anthony Elizabeth Cady Stanton Black Migration Evolution Flappers Communism Facism Nationalism Nazism Totalitarian State Treaty of Versailles Reparations Franco Mussolini Stalin Tojo Hitler Anti-Semitism Xenophobia Auschwitz Majdanek Kristall Nacht Allies Axis	Unit 2, Lesson 6 Don't Citizens Vote Unit 7, Lesson 4 The Twenties Semester 2, Unit 2, Lesson 1 Dictating Disaster Semester 2, Unit 2, Lesson 2 Hared in Action Semester 2, Unit 2, Lesson 3 Why War? Semester 2, Unit 2, Lesson 4 War Semester 2, Unit 2, Lesson 5 Who Was Who? Semester 2, Unit 2, Lesson 6 Democracy Defeated World War II Close Reading Semester 2, Unit 2, Lesson 9 Strategies Semester 2, Unit 2, Lesson 10 The Beginning of the End	Study Sheets Direct Instruction Guided Reading Collaborative Groupwork Breakout Room Use Hands on Learning Extended Time Assessment Choices	Oct. 22 <a href="https://drive.google.com/open?id=1fj1kTHIM4XKqYIDlQTYC_FQ_oICFeaShkiUht8JASU">https://drive.google.com/open?id=1fj1kTHIM4XKqYIDlQTYC_FQ_oICFeaShkiUht8JASU</a> Feb. 12 <a href="https://drive.google.com/open?id=1k20Ku9VE9lnFwCCQWU7mVG8YLUEfjPjB_LcJhVvo">https://drive.google.com/open?id=1k20Ku9VE9lnFwCCQWU7mVG8YLUEfjPjB_LcJhVvo</a> April 20 <a href="https://drive.google.com/open?id=1jyHwcfHf_xlhWaeKXclo8N_U942jStpl0mdAwPOJKEU">https://drive.google.com/open?id=1jyHwcfHf_xlhWaeKXclo8N_U942jStpl0mdAwPOJKEU</a> April 21 <a href="https://drive.google.com/open?id=1A8V9lbid0jP8uE8VhxU7o2DDf3xiksDh99pBjzpnFuU">https://drive.google.com/open?id=1A8V9lbid0jP8uE8VhxU7o2DDf3xiksDh99pBjzpnFuU</a> April 22 <a href="https://drive.google.com/open?id=1osFA9KF_zYUlpbid0vc2vA3jYfPCgWIP2M57z7nW4">https://drive.google.com/open?id=1osFA9KF_zYUlpbid0vc2vA3jYfPCgWIP2M57z7nW4</a> April 27 <a href="https://drive.google.com/open?id=1OYRhU4hGBpQVduP24mmBZefkAdSMrVAqSX_p51rzvc">https://drive.google.com/open?id=1OYRhU4hGBpQVduP24mmBZefkAdSMrVAqSX_p51rzvc</a> April 28 <a href="https://drive.google.com/open?id=1h6wbP_KzrrAUCMNVtSD54AED-D_c54M0qgbWUMklil">https://drive.google.com/open?id=1h6wbP_KzrrAUCMNVtSD54AED-D_c54M0qgbWUMklil</a> April 29 <a href="https://drive.google.com/open?id=11L-cjPpIsK6jMMRuK_O6ciFR-EU1q7zPpXavfNDU">https://drive.google.com/open?id=11L-cjPpIsK6jMMRuK_O6ciFR-EU1q7zPpXavfNDU</a> May 1 <a href="https://drive.google.com/open?id=1-">https://drive.google.com/open?id=1-</a>

Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				<b>Standard - 8.4.6.D</b> <b>Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</b>	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>			Innovator Communism Facism Nationalism Nazism Totalitarian State Treaty of Versailles Reparations Franco Mussolini Stalin Tojo Hitler Anti-Semitism Xenophobia Auschwitz Majdanek Kristall Nacht Allies Axis Isolationist Lend-Lease Pacifist Attack on Pearl Harbor Blitzkrieg	Unit 2 Innovators Project Unit 6 Crossword Puzzle World War I Close Reading Activity Introduce Time Line Activity Semester 2, Unit 2, Lesson 1 Dictating Disaster Semester 2, Unit 2, Lesson 2 Hared in Action Semester 2, Unit 2, Lesson 3 Why War? Semester 2, Unit 2, Lesson 4 War Semester 2, Unit 2, Lesson 5 Who Was Who? Semester 2, Unit 2, Lesson 6 Democracy Semester 2, Unit 2, Lesson 9 Strategies Semester 2, Unit 2, Lesson 10 The Beginning of the End	Extend and Apply Learning Project Based Learning Breakout Room Use Game Based Learning Direct Instruction Guided Reading Collaborative Groupwork Breakout Room Use Hands on Learning	Oct. 23 <a href="https://drive.google.com/open?id=1jEJE07spV5afw3lk-aOTdTv1GPEI_CK3o0ad_op4ib0">https://drive.google.com/open?id=1jEJE07spV5afw3lk-aOTdTv1GPEI_CK3o0ad_op4ib0</a> Jan. 27 <a href="https://drive.google.com/open?id=1dpaD5xpxv1fBy_VnbMDf1NQ_m15Udb7u4wuMIE34Oic">https://drive.google.com/open?id=1dpaD5xpxv1fBy_VnbMDf1NQ_m15Udb7u4wuMIE34Oic</a> Jan. 28 <a href="https://drive.google.com/open?id=1RLRuiHh6bYKbCj1WY9GQHYl_jB-v3-1Uc4HT5-dPvys">https://drive.google.com/open?id=1RLRuiHh6bYKbCj1WY9GQHYl_jB-v3-1Uc4HT5-dPvys</a> Jan. 29 <a href="https://drive.google.com/open?id=1hD-n7eeWEZ7NjFwD3Yc-N6KlkNo07Jv0c:9-o-Qm6ack">https://drive.google.com/open?id=1hD-n7eeWEZ7NjFwD3Yc-N6KlkNo07Jv0c:9-o-Qm6ack</a> April 20 <a href="https://drive.google.com/open?id=1QZp4iAdmpgd8YQBZoulcK9mt0Rcu9X2Tb9ntXSSfU">https://drive.google.com/open?id=1QZp4iAdmpgd8YQBZoulcK9mt0Rcu9X2Tb9ntXSSfU</a> April 21 <a href="https://drive.google.com/open?id=1A8V9lbd0jP8uEBVhxU7o2DDf3xiksDh99pBjzpnFuU">https://drive.google.com/open?id=1A8V9lbd0jP8uEBVhxU7o2DDf3xiksDh99pBjzpnFuU</a> April 22 <a href="https://drive.google.com/open?id=1osFA9KF_zYUlpbidOvC2vA3jYFPCgWIP2M57z7nW4">https://drive.google.com/open?id=1osFA9KF_zYUlpbidOvC2vA3jYFPCgWIP2M57z7nW4</a> April 27 <a href="https://drive.google.com/open?id=1OYRhU4hGBpqVduP24mmBZefkADsMrVAqSX_p51rzvzc">https://drive.google.com/open?id=1OYRhU4hGBpqVduP24mmBZefkADsMrVAqSX_p51rzvzc</a> April 28
					PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-Key Uses- Gr.6-8</a>						

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary - additional, specific vocabulary can be found in lesson plans	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<b>Historical Analysis and Skills Development</b>												
7	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Demonstrate continuity and change over time using sequential order and context of events.	8.1.7.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1S</b> <b>Name historical figures or events in photographs and illustrations with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2S</b> <b>Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3S</b> <b>Role-play scenes from th elives of historical figures or events with a team.</b> <b>Proficiency Level 4: Expanding: 16.5.6-8.4S</b> <b>Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.</b> <b>Proficiency Level 5: Bridging: 16.5.6-8.5S</b> <b>Debae or defend a decision or action of an historical figure or event in teams.</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1W</b> <b>Label pictures of historical events with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2W</b> <b>Write phrases or short sentences about visually supported historical events using sentence frames.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3W</b> <b>Compare and/or contrast visually supported historical</b>	N/A	chronologic freedom historical perspective liberty primary source secondary source	<b>OLS History 7 World History I AE2:</b> Unit 1 The Map of Time - Lesson 2,8 Unit 4 Civilization Spreads - Lessons 6 Unit 7 More Lasting Ideas - Lessons 1	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">World History.7.Harris.9.7.22.pdf</a>
				Identify and use primary and secondary sources to analyze multiple points of view for historical events.	8.1.7.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1S</b> <b>Name historical figures or events in photographs and illustrations with a partner.</b> <b>Proficiency Level 2: Emerging: 16.5.6-8.2S</b> <b>Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.</b> <b>Proficiency Level 3: Developing: 16.5.6-8.3S</b> <b>Role-play scenes from th elives of historical figures or events with a team.</b> <b>Proficiency Level 4: Expanding: 16.5.6-8.4S</b> <b>Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.</b> <b>Proficiency Level 5: Bridging: 16.5.6-8.5S</b> <b>Debae or defend a decision or action of an historical figure or</b>		chronologic freedom historical perspective liberty primary source secondary source	<b>OLS History 7 World History I AE2:</b> Unit 2 From Gathering to Growing - Lesson 3 Unit 3 The Mesopotamian Moment - Lesson 8 <b>OLS History 7 World History I BE2:</b> Unit 1 Classical Greece - Lessons 10 Unit 2 Rome: Republic and Empire - Lessons 13 Unit 5 From East Asia to Western Europe Again - Lessons 10	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="https://docs.google.com/docume nt/d/1RVu8d_Pkh70O0sSMzmn 9JhLh6U2TPankefP1XCRjU/edit">https://docs.google.com/docume nt/d/1RVu8d_Pkh70O0sSMzmn 9JhLh6U2TPankefP1XCRjU/edit</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary - additional, specific vocabulary can be found in lesson plans	OLS Curriculum Alignment	Modifications (SpEd; EL; Enrichment)	Lesson Plan List
				Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5)	8.1.7.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<b>Standard Area - ELD 16.5.6-8</b> <b>Proficiency Level 1: Entering: 16.5.6-8.1R</b> Identify words and phrases from text and charts with visual support. <b>Proficiency Level 2: Emerging: 16.5.6-8.2R</b> Classify data based on information from text and charts using a graphic organizer. <b>Proficiency Level 3: Developing: 16.5.6-8.3R</b> Compare data based on information from text and charts using a graphic organizer. <b>Proficiency Level 4: Expanding: 16.5.6-8.4R</b> Analyze data based on information and charts in a small group. <b>Proficiency Level 5: Bridging: 16.5.6-8.5R</b> Predict future trends based on data gleaned from grade-level text and charts in a small group. <b>Proficiency Level 1: Entering: 16.5.6-8.1W</b> Label pictures of historical events with a partner. <b>Proficiency Level 2: Emerging: 16.5.6-8.2W</b> Write phrases or short sentences about visually supported historical events using sentence frames. <b>Proficiency Level 3: Developing: 16.5.6-8.3W</b> Compare and/or contrast visually supported historical events using a Venn diagram. <b>Proficiency Level 4: Expanding: 16.5.6-8.4W</b>		chronologic freedom historical perspective liberty primary source secondary source	<b>OLS History 7 World History I AE2:</b> Unit 3 The Mesopotamian Moment - Lesson 8 Unit 7 More Lasting Ideas - Lessons 12 Unit 8 Write Again - Lessons 2-4 <b>OLS History 7 World History I BE2:</b> Unit 6 Seeking the Silk Road - Lessons 4-8	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="https://docs.google.com/document/d/12cypAPsY-MdUQjNA4ztmlZyvZjhBmpEyCW-GjejO3Ic/edit">https://docs.google.com/document/d/12cypAPsY-MdUQjNA4ztmlZyvZjhBmpEyCW-GjejO3Ic/edit</a>
<b>United States History</b>												
7	The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.	8.3.7.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	artifacts change conflict continuity contribution control freedom liberty	NA for World History I		
				Examine the importance of significant historical documents, artifacts, and places critical to United States history.	8.3.7.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		artifacts change conflict continuity contribution control freedom liberty	NA for World History I - Supplemental lesson designed specifically for Constitution Day	Please see lesson plan	<a href="#">World History.7.Harris.9.15.22.pdf</a>
				Compare how continuity and change have impacted U.S. history. *Belief systems and religions *commerce and industry *technology *politics and government *physical and human geography *social organizations	8.3.7.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		artifacts change conflict continuity contribution control freedom liberty	<b>OLS History 7 World History I AE2:</b> Unit 1 The Map of Time - Lesson 5-6	Please see lesson plan	<a href="https://docs.google.com/document/d/1S2Mpn9xr4nNVfY8MUyK1XGpryTLiZYQtUEwtKzL8/edit">https://docs.google.com/document/d/1S2Mpn9xr4nNVfY8MUyK1XGpryTLiZYQtUEwtKzL8/edit</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary - additional, specific vocabulary can be found in lesson plans	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				Examine conflict and cooperation among groups and organizations in U.S. history. *Ethnicity and race *Working conditions *Immigration *Military conflict *Economic stability	8.3.7.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>			NA for World History I		
<b>World History</b>												
7	The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	8.4.7.A	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	artifacts change conflict continuity contribution control freedom liberty	<b>OLS History 7 World History I AE2:</b> Unit 2 From Gathering to Growing - Lesson 4, 6 Unit 3 The Mesopotamian Moment - Lesson 3-5, 7-8, 10-113 Unit 4 Civilization Spreads - Lessons 2-5, 7-9, 11-13, 17-18 Unit 6 Some Lasting Ideas - Lessons 1-2, 4-5, 8-13 Unit 7 More Lasting Ideas - Lessons 1,3-5, 7-14 Unit 8 Write Again - Lessons 1-4 Unit 9 Semester A Review and Test - Lessons 1-9 <b>OLS History 7 World History I BE2:</b> Unit 1 Classical Greece - Lessons 1-8, 11-15 Unit 2 Rome: Republic and Empire - Lessons 1-2,4-7,9-10, 13-18 Unit 3 Empires - Lessons 2,4,10-12 Unit 4 In Western Europe - Lessons 1-5,8,10-12, 14-15 Unit 5 From East Asia to Western Europe	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">World History.7.Harris.9.14.22.pdf</a> <a href="#">World History.7.Harris.9.22.22</a> <a href="#">World History.7.Harris.10.12.-10.13.22</a> <a href="#">World History.7.Harris.10.17-10.21.22</a> <a href="#">World History.7.Harris.10.24-10.27.22</a> <a href="#">World History.7.Harris.10.31-11.3.22</a> <a href="#">World History.7.Harris.11.7-11.11.22</a> <a href="#">World History.7.Harris.11.21-11.22.22</a> <a href="#">World History.7.Harris.1.23-1.26.23</a> <a href="#">World History.7.Harris.1.30.23</a> <a href="#">World History.7.Harris.3.27-3.28.23</a> <a href="#">World History.7.Harris.4.12-4.13.23</a> <a href="#">World History.7.Harris.4.27-4.28.23</a> <a href="#">World History.7.Harris.5.15-5.18.23</a> <a href="#">World History.7.Harris.5.22.23</a> <a href="#">World History.7.Harris.5.30.23</a>
				Explain the importance of historical documents, artifacts, and sites which are critical to world history.	8.4.7.B	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		artifacts change conflict continuity contribution control freedom liberty	<b>OLS History 7 World History I AE2:</b> Unit 2 From Gathering to Growing - Lesson 1-3 Unit 3 The Mesopotamian Moment - Lesson 1-8, 12-13 Unit 4 Civilization Spreads - Lessons 1-2, 4, 10, 16-18 Unit 6 Some Lasting Ideas - Lessons 4, 12-13 Unit 7 More Lasting Ideas - Lessons 1, 9-10, 13-14 Unit 9 Semester A Review and Test - Lessons 1-9 <b>OLS History 7 World History I BE2:</b> Unit 1 Classical Greece - Lessons 7, 14-15 Unit 2 Rome: Republic and Empire - Lessons 6-7, 11, 17-18 Unit 3 Empires - Lessons 1,4, 6,12 Unit 4 In Western Europe - Lessons 9,15	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	<a href="#">World History.7.Harris.9.26.22.pdf</a> <a href="#">World History.7.Harris.10.3-10.6.22</a> <a href="#">World History.7.Harris.11.29-12.1.22</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary - additional, specific vocabulary can be found in lesson plans	OLS Curriculum Alignment	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
				Differentiate how continuity and change have impacted world history. *Belief systems and religions *Commerce and industry *Technology *Politics and government *Physical and human geography *Social organizations	8.4.7.C	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		artifacts change conflict continuity contribution control freedom liberty	<b>OLS History 7 World History I AE2:</b> Unit 1 The Map of Time - Lesson 7 Unit 2 From Gathering to Growing - Lesson 3,5 Unit 3 The Mesopotamian Moment - Lesson 1,3-6, 8,13-14 Unit 4 Civilization Spreads - Lessons 3, 6-7, 11,14-15, 17-18 Unit 5 Writing About the Past - Lessons 1-3 Unit 6 Some Lasting Ideas - Lessons 1-2, 4-13 Unit 7 More Lasting Ideas - Lessons 1-9, 11-14 Unit 9 Semester A Review and Test - Lessons 1-9 <b>OLS History 7 World History I BE2:</b> Unit 1 Classical Greece - Lessons 1-6, 8-9, 14-15 Unit 2 Rome: Republic and Empire - Lessons 1-5, 10, 15-18 Unit 3 Empires - Lessons 3, 5,7-12 Unit 4 In Western Europe - Lessons 2,4,6-8, 14-15	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words Text Transcript	- <a href="#">World History.7.Harris.9.26-9.30.22</a> <a href="#">WorldHistory.7.Harris.11.14-11.17.22</a> <a href="#">World History.7.Harris.12.5-12.8.22</a> <a href="#">World History.7.Harris.1.9-1.12.23</a> <a href="#">World History.7.Harris.1.17-1.19.23</a> <a href="#">World History.7.Harris.1.31.23-2.2.23</a> <a href="#">World History.7.Harris.2.6-2.9.23</a> <a href="#">World History.7.Harris.2.13-2.16.23</a> <a href="#">World History.7.Harris.2.21-2.24.23</a> <a href="#">World History.7.Harris.2.27-3.2.23</a> <a href="#">World History.7.Harris.3.9.23</a> <a href="#">World History.7.Harris.3.13-3.16.23</a> <a href="#">World History.7.Harris.3.20-3.23.23</a> <a href="#">World History.7.Harris.3.29-3.30.23</a> <a href="#">World History.7.Harris.4.18-4.21.23</a> <a href="#">World History.7.Harris.4.24-4.26.23</a> <a href="#">World History.7.Harris.5.8.23-5.11.23</a> <a href="#">World History.7.Harris.6.5-6.9.23</a>
				Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	8.4.7.D	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social</b>	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>		artifacts change conflict continuity contribution control freedom liberty	<b>OLS History 7 World History I AE2:</b> Unit 4 Civilization Spreads - Lessons 1, 8 Unit 7 More Lasting Ideas - Lessons 11 Unit 9 Semester A Review and Test - Lessons 1-9 <b>OLS History 7 World History I BE2:</b> Unit 2 Rome: Republic and Empire - Lessons 2-3, 8, 11-13, 17-18 Unit 3 Empires - Lessons 11 Unit 5 From East Asia to Western Europe Again - Lessons 1 Unit 7 Semester B Review and Test - Lessons 1,7-9	Visual aides Manipulatives Multimedia for practice Modeling Guided Practice Writing to Learn Text Read Aloud Focus Window Highlight to Define Words Highlight to Translate Words	<a href="#">World History.7.Harris.12.12-12.16.22</a> <a href="#">World History.7.Harris.4.11.23</a> <a href="#">World History.7.Harris.4.17.23</a> <a href="#">World History.7.Harris.5.23-5.25.23</a> <a href="#">World History.7.Harris.5.29.23</a>

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL /Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
<b>World History</b>													
8	8.1. Historical Analysis and Skills Development: The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	Continuity and Change over Time		8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.6-8 Proficiency Level 1: Entering: 16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group. Proficiency Level 3: Developing: 16.5.6-8.3S Role-play scenes from th elives of historical figures or events with a team. Proficiency Level 4: Expanding: 16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer. Proficiency Level 5: Bridging: 16.5.6-8.5S Debae or defend a decision or action of an historical figure or event in teams. Proficiency Level 1: Entering: 16.5.6-8.1W Label pictures of historical events with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames. Proficiency Level 3: Developing: 16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram. Proficiency Level 4: Expanding: 16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group. Proficiency Level 5: Bridging: 16.5.6-8.5W Write an informative comparative essay about an historical event, using multiple points of view from primary and secondary sources.	N/A			<b>HST08AE2 World History II</b> OLS -- Unit 1 Beginning, Lessons: 1 - 2 OLS -- Unit 2 A Renaissance Begins in Europe, Lessons 1 - 13 OLS -- Unit 3 The Spread of New Ideas, Lessons: 1 - 10 OLS -- Unit 4 New Powers in Asia, Lessons: 1 - 9 OLS -- Unit 5 Europe Seeks Asia and Meets the Americas, Lessons: 1 - 10 OLS -- Unit 6 Exploration Changes the World, Lessons: 1 - 9 OLS -- Unit 7 Changing Empires, Changing Ideas, Lessons: 1 - 12 OLS -- Unit 8 Writing, Lessons: 1 - 4  <b>HST08BE2 World History II</b> OLS -- Unit 1 Beginning, Lessons: 1 - 2 OLS -- Unit 2 Age of Democratic Revolutions, Lessons: 1 - 19 OLS -- Unit 3 Revolutions in Arts, Industries, and Work, Lessons: 1 - 15 OLS -- Unit 4 Picturing Your Thoughts, Lessons: 1 - 4 OLS -- Unit 5 Nations Unite and Expand, Lessons: 1 - 13 OLS -- Unit 6 Advances and Transitions, Lessons: 1 - 12 OLS -- Unit 7 The Dawn of the 20th Century, Lessons: 1 - 10	<a href="#">Lesson 3.10 Wold History A 8th Grade Jacob Grantz</a>	
			Fact/Opinion and Points of View		8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.6-8 Proficiency Level 1: Entering: 16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group. Proficiency Level 3: Developing: 16.5.6-8.3S Role-play scenes from th elives of historical figures or events with a team. Proficiency Level 4: Expanding: 16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer. Proficiency Level 5: Bridging: 16.5.6-8.5S Debae or defend a decision or action of an historical figure or event in teams. Proficiency Level 1: Entering: 16.5.6-8.1W Label pictures of historical events with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames. Proficiency Level 3: Developing: 16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram. Proficiency Level 4: Expanding: 16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group. Proficiency Level 5: Bridging: 16.5.6-8.5W Write an informative comparative essay about an historical event, using multiple points of view from primary and secondary sources.	N/A	Chronologic Freedom Historical perspective Historical Source Liberty Opinion Primary source Secondary source		In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 2.17 Wold History B 8th Grade Jacob Grantz</a>	
			Research		8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	Standard Area - ELD 16.5.6-8 Proficiency Level 1: Entering: 16.5.6-8.1R Identify words and phrases from text and charts with visual support. Proficiency Level 2: Emerging: 16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer. Proficiency Level 3: Developing: 16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer. Proficiency Level 4: Expanding: 16.5.6-8.4R Analyze data based on information and charts in a small group. Proficiency Level 5: Bridging: 16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group. Proficiency Level 1: Entering: 16.5.6-8.1W Label pictures of historical events with a partner. Proficiency Level 2: Emerging: 16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames. Proficiency Level 3: Developing: 16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram. Proficiency Level 4: Expanding: 16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group. Proficiency Level 5: Bridging: 16.5.6-8.5W Write an informative comparative essay about an historical event, using multiple points of view from primary and secondary sources.	N/A					
			Contributions from Individuals and Groups (PA)		8.2.8.A. Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<b>HST08AE2 World History II</b> OLS -- Unit 7 Changing Empires, Changing Ideas, Lessons: 2; 6; 12  <b>HST08BE2 World History II</b> OLS -- Unit 2 Age of Democratic Revolutions, Lessons: 1 - 6; 15 OLS -- Unit 3 Revolutions in Arts, Industries, and Work, Lessons: 4 - 13 OLS -- Unit 5 Nations Unite and Expand, Lessons: 1 - 10		
			Historical Documents, Artifacts, and Places (PA)	Use content to demonstrate and describe how the	8.2.8.B. Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	IXL -- H. Early Modern Europe, Lessons: 1 - 6  IXL -- I. Age of Exploration, Lessons: 1 - 6				

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL /Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
8	8.2 Pennsylvania History: The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	Impacts of Continuity and Change on US History	Use content to demonstrate and describe how the study of history utilizes analytic, critical, strategic, and chronological thinking in order for people to learn from the past and make choices for their own liberty and freedom.	8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	Change Conflict Continuity Contribution Control Freedom Liberty	IXL -- J. Pre-contact America, Lesson: 1.  IXL -- R. The Gilded Age, Lesson: 1.  S.I. -- World History and Geography; Topics: 1. Pretest; 2. Beginnings to 1000 B.C.E.; 3. Classical Traditions to Exchange and Encounters; 4. 1000 C.E. to the First Global Age; 5. Age of Revolutions through World War; 6. Post World War II to the Present; 7. Post Test	OLS -- Unit 6 Advances and Transitions, Lessons: 1 - 12 OLS -- Unit 7 The Dawn of the 20th Century, Lessons: 1; 5 - 7	--Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.05 World History B 8th Grade Jacob Grantz</a>
					8.2.8.D. Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 5.04 World History B 8th Grade Jacob Grantz</a>		
8	8.3 World History: The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	Contributions of Individuals and Groups (US History)	Use content to demonstrate and describe how the study of history utilizes analytic, critical, strategic, and chronological thinking in order for people to learn from the past and make choices for their own liberty and freedom.	8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	Artifacts Change Conflict Continuity Contribution Control Freedom Liberty		HST08AE2 World History II OLS -- Unit 7 Changing Empires, Changing Ideas, Lessons: 2; 6; 12  HST08BE2 World History II OLS -- Unit 2 Age of Democratic Revolutions, Lessons: 1 - 6; 15 OLS -- Unit 3 Revolutions in Arts, Industries, and Work, Lessons: 4 - 13 OLS -- Unit 5 Nations Unite and Expand, Lessons: 3 - 10 OLS -- Unit 6 Advances and Transitions, Lessons: 1 - 12 OLS -- Unit 7 The Dawn of the 20th Century, Lessons: 1; 5 - 7	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 5.06 World History B 8th Grade Jacob Grantz</a>
			Historical Documents, Artifacts, and Places (US History)		8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 2.01 2.02 World History B 8th Grade Jacob Grantz</a>		
			Impacts of Continuity and Change on US History		8.3.8.C. Summarize how continuity and change have impacted U.S. history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 3.04 World History A 8th Grade Jacob Grantz</a>		
			Conflict and Cooperation (US)		8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 3.01 World History A 8th Grade Jacob Grantz</a>		
8	8.4. World History: The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	Contributions of Individuals and Groups (World)	Use content to demonstrate and describe how the study of history utilizes analytic, critical, strategic, and chronological thinking in order for people to learn from the past and make choices for their own liberty and freedom.	8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A	Artifacts Change Conflict Context of Events Continuity Contribution Control Ethnicity Graphic Representation Human Geography Freedom Liberty		HST08AE2 World History II OLS -- Unit 1 Beginning, Lessons: 1 - 2 OLS -- Unit 2 A Renaissance Begins in Europe, Lessons 1 - 13 OLS -- Unit 3 The Spread of New Ideas, Lessons: 1 - 10 OLS -- Unit 4 New Powers in Asia, Lessons: 1 - 9 OLS -- Unit 5 Europe Seeks Asia and Meets the Americas, Lessons: 1 - 10 OLS -- Unit 6 Exploration Changes the World, Lessons: 1 - 9 OLS -- Unit 7 Changing Empires, Changing Ideas, Lessons: 1 - 12 OLS -- Unit 8 Writing, Lessons: 1 - 4	In OLS: --Option to have text read aloud, --Highlight and define any word button, --Translate option available for 64 different languages, --Settings to alter voice speed, --Highlight tool available in several colors, --Focus option to shade page except for a narrow strip.	<a href="#">Lesson 3.02 World History A 8th Grade Jacob Grantz</a> <a href="#">Lesson 4.01 4.02 World History A 8th Grade Jacob Grantz</a>
			Historical Documents, Artifacts, and Sites (World)		8.4.8.B. Illustrate how historical documents, artifacts, and sites are critical to world history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 3.03 World History A 8th Grade Jacob Grantz</a>		
			Impact of Continuity and Change (World)		8.4.8.C. Illustrate how continuity and change have impacted world history.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A			<a href="#">Lesson 4.09 World History A 8th Grade Jacob Grantz</a>		

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	English Language Development Standards	ELD Proficiency Levels	Eligible Content	Vocabulary	IXL /Study Island	Curriculum Alignment	SpEd Mods	Lesson Plan List
			Conflict and Cooperation (World)		8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.	PA ELD Standard 1: English language learners communicate in English for <b>Social and Instructional</b> purposes within the school setting. PA ELD Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .	<a href="#">CanDo-KeyUses-Gr-6-8.pdf</a>	N/A					<a href="#">Lesson 6.02 and 6.11 World History B 8th Grade Jacob Grantz@</a> <a href="#">Lesson 6.07 World</a>



2023 -2024 Charter Renewal Application

High School Social Studies Framework

(1 of 26 Pages)

Geography Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.1.9</b> <b>7.1.9.A</b> <b>7.1.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location Maps and their Elements	Thinking Geographically Geographic Concepts Working with Maps and Data in Geography Evolution of Geographic Theories and Ideas Understanding Physical Geography Physical Geography of the US and Canada Cultural Geography of the US and Canada Physical Geography of Latin America Cultural Geography of Latin America Physical Geography of Europe Cultural Geography of Europe Physical Geography of Africa Cultural Geography of Africa Physical Geography of the Middle East	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.1.9.A</b> <a href="https://drive.google.com/file/d/1CTA0fX1-HQBW69L70qBvFNTsLRXCQHne/view?usp=sharing">https://drive.google.com/file/d/1CTA0fX1-HQBW69L70qBvFNTsLRXCQHne/view?usp=sharing</a> <b>7.1.9.B</b> <a href="https://drive.google.com/file/d/1rektcUEAtJ2e93o3VoJn_ofCZw43YhCM/view?usp=sharing">https://drive.google.com/file/d/1rektcUEAtJ2e93o3VoJn_ofCZw43YhCM/view?usp=sharing</a>
9-12	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.2.9</b> <b>7.2.9.A</b> <b>7.2.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Liberty Physical features Resources	Physical Geography of the US and Canada Physical Geography of Latin America Physical Geography of Europe Physical Geography of Africa Physical Geography of the Middle East Physical Geography of Asia Physical Geography of Oceania and Antarctica Understanding Physical Geography Physical Geography of the US and Canada Physical Geography of Latin America Physical Geography of Europe Physical Geography of Asia	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.2.9.A</b> <a href="https://drive.google.com/file/d/1ma38rCeyqjCxQ7LSW2BaUz4PCxeNqrc/view?usp=sharing">https://drive.google.com/file/d/1ma38rCeyqjCxQ7LSW2BaUz4PCxeNqrc/view?usp=sharing</a> <b>7.2.9.B</b> <a href="https://drive.google.com/file/d/1x9-fVnCPqRqAkxuh0YZYtm6S0zn7oFA/view?usp=sharing">https://drive.google.com/file/d/1x9-fVnCPqRqAkxuh0YZYtm6S0zn7oFA/view?usp=sharing</a>
9-12	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.3.9</b> <b>7.3.9.A.1</b> <b>7.3.9.A.2</b> <b>7.3.9.A.3</b> <b>7.3.9.A.4</b> <b>7.3.9.A.5</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demographic Ethnicity Mobility Region Spatial distribution	Population Distribution Recognizing Population Patterns and Historical Trends Patterns of Fertility and Mortality Politics, Policies, and Population Challenges Facing the Modern Urban Space Cultural Geography of the US and Canada Cultural Geography of Latin America Cultural Geography of Europe Cultural Geography of Africa Cultural Geography of the Middle East Cultural Geography of Asia	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.3.9.A</b> <a href="https://drive.google.com/file/d/1KtJFpwuGafp-4tj4l97leGiRs7lGzmpq/view?usp=sharing">https://drive.google.com/file/d/1KtJFpwuGafp-4tj4l97leGiRs7lGzmpq/view?usp=sharing</a>
9-12	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.4.9</b> <b>7.4.9.A</b> <b>7.4.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Dependent Interaction Physical environment Spatial patterns	The Environment: Shaping Cultures Changing Face of Farms Natural Resources and Economies of the US and Canada Environmental Issues in the US and Canada Transportation and Infrastructure in the Modern Space	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.4.9.A</b> <a href="https://drive.google.com/file/d/1pW7dFKvtxj1MvLWx6GjBSVssBbjBWHuG/view?usp=sharing">https://drive.google.com/file/d/1pW7dFKvtxj1MvLWx6GjBSVssBbjBWHuG/view?usp=sharing</a> <b>7.4.9.B</b> <a href="https://drive.google.com/file/d/1PBFRfxzSW9e63oG7AW66llmLcJw8oJNcs/view?usp=sharing">https://drive.google.com/file/d/1PBFRfxzSW9e63oG7AW66llmLcJw8oJNcs/view?usp=sharing</a>

Geography Honors Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.1.9</b> <b>7.1.9.A</b> <b>7.1.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location Maps and their Elements	Thinking Geographically Geographic Concepts Working with Maps and Data in Geography Evolution of Geographic Theories and Ideas Understanding Physical Geography Physical Geography of the US and Canada Cultural Geography of the US and Canada Physical Geography of Latin America Cultural Geography of Latin America Physical Geography of Europe Cultural Geography of Europe Physical Geography of Africa Cultural Geography of Africa Physical Geography of the Middle East	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.1.9.A</b> <a href="https://drive.google.com/file/d/1CTA0fX1-HQBW69L70qBvFNTsLRXCQHne/view?usp=sharing">https://drive.google.com/file/d/1CTA0fX1-HQBW69L70qBvFNTsLRXCQHne/view?usp=sharing</a> <b>7.1.9.B</b> <a href="https://drive.google.com/file/d/1rektUEAtJ2e93o3VoJn_ofCZw43YhCM/view?usp=sharing">https://drive.google.com/file/d/1rektUEAtJ2e93o3VoJn_ofCZw43YhCM/view?usp=sharing</a>
9-12	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.2.9</b> <b>7.2.9.A</b> <b>7.2.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Liberty Physical features Resources	Physical Geography of the US and Canada Physical Geography of Latin America Physical Geography of Europe Physical Geography of Africa Physical Geography of the Middle East Physical Geography of Asia Physical Geography of Oceania and Antarctica Understanding Physical Geography Physical Geography of the US and Canada Physical Geography of Latin America Physical Geography of Europe Physical Geography of Asia <del>Physical Geography of Oceania and Antarctica</del>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.2.9.A</b> <a href="https://drive.google.com/file/d/1ma38rCeyqjCxQ7LSW2BaUz4PCxeNqrc/view?usp=sharing">https://drive.google.com/file/d/1ma38rCeyqjCxQ7LSW2BaUz4PCxeNqrc/view?usp=sharing</a> <b>7.2.9.B</b> <a href="https://drive.google.com/file/d/1x9-fVnCPqRqAkxuh0YZYtm6S0znb7oFA/view?usp=sharing">https://drive.google.com/file/d/1x9-fVnCPqRqAkxuh0YZYtm6S0znb7oFA/view?usp=sharing</a>
9-12	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.3.9</b> <b>7.3.9.A.1</b> <b>7.3.9.A.2</b> <b>7.3.9.A.3</b> <b>7.3.9.A.4</b> <b>7.3.9.A.5</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demographic Ethnicity Mobility Region Spatial distribution	Population Distribution Recognizing Population Patterns and Historical Trends Patterns of Fertility and Mortality Politics, Policies, and Population Challenges Facing the Modern Urban Space Cultural Geography of the US and Canada Cultural Geography of Latin America Cultural Geography of Europe Cultural Geography of Africa Cultural Geography of the Middle East Cultural Geography of Asia <del>Cultural Geography of Oceania and Antarctica</del>	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.3.9.A</b> <a href="https://drive.google.com/file/d/1KtJFpwuGafp-4tj4l97leGiRs7lGzmpq/view?usp=sharing">https://drive.google.com/file/d/1KtJFpwuGafp-4tj4l97leGiRs7lGzmpq/view?usp=sharing</a>
9-12	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	<b>7.4.9</b> <b>7.4.9.A</b> <b>7.4.9.B</b>	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Dependent Interaction Physical environment Spatial patterns	The Environment: Shaping Cultures Changing Face of Farms Natural Resources and Economies of the US and Canada Environmental Issues in the US and Canada Transportation and Infrastructure in the Modern Space	Differentiation/Modifications/Accommodations are included in the lesson plan	<b>7.4.9.A</b> <a href="https://drive.google.com/file/d/1pW7dFKvtxj1MvLWx6GjB5VssBbjBWHuG/view?usp=sharing">https://drive.google.com/file/d/1pW7dFKvtxj1MvLWx6GjB5VssBbjBWHuG/view?usp=sharing</a> <b>7.4.9.B</b> <a href="https://drive.google.com/file/d/1PBFRfxzSW9e63oG7AW66llmLcJw8oJNcs/view?usp=sharing">https://drive.google.com/file/d/1PBFRfxzSW9e63oG7AW66llmLcJw8oJNcs/view?usp=sharing</a>

7/13/23	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.1.U 5.1.U.A 5.1.U.A.1 5.1.U.C 5.1.U.C.1.a 5.1.U.C.1.b 5.1.U.C.1.c 5.1.U.C.1.d 5.1.U.D 5.1.U.D.1 5.1.U.D.1.a 5.1.U.D.1.b 5.1.U.D.1.c 5.1.U.D.1.d	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Authority Citizen Freedom Liberty Principle Rights	Civil Rights and Voting Rights Johnson's Great Society Presidential and Radical Reconstruction Reforming Business and Government The Emancipation Proclamation The Warren Court Urban and Social Reforms Women's Rights and Suffrage Civil Rights and Voting Rights Civil Rights at the Turn of the Century Dred Scott and the Slavery Debate Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the <i>Planbook</i> lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standards 8.1, 8.2, and 8.3.
9-12	People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.2.U 5.2.U.A 5.2.U.A.1 5.2.U.B 5.2.U.B.1 5.2.U.C 5.2.U.C.1 5.2.U.D 5.2.U.D.1	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Citizen Freedom Liberty Responsibility Rights	Fascism and Aggression America in the Great War America's Entry into the War Brinkmanship in the Cold War Carter and the Middle East Civil Rights and Voting Rights Civil Rights at the Turn of the Century End of the War in the Pacific End of the War in Vietnam Fascism and Aggression Internment and the Constitution Johnson's Great Society Kennedy and the Cold War	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.3.U 5.3.U.D 5.3.U.D.1 5.3.U.F 5.3.U.F.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare	The Civil War Begins The Civil Rights Movement Begins Organizing to Demand Rights Nonviolent Protest Other Perspectives on Civil Rights Women's Rights Movement Dred Scott and the Slavery Debate Internment and the Constitution The Civil Rights Movement Begins The Warren Court Women's Rights Movement	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.4.U 5.4.U.A 5.4.U.A.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Nation-state Liberty Policy Relationship Rights	Expanding Borders The Spanish-American War America in the Great War Wilson and the War America's Entry into the War The Cold War The Korean War Brinkmanship in the Cold War Kennedy and the Cold War The Vietnam War End of the War in Vietnam Carter and the Middle East Reagan and the Evil Empire The End of the Cold War The Bush Presidency	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.

7/13/23	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.1.U 6.1.U.A 6.1.U.A.1 6.1.U.B 6.1.U.B.1 6.1.U.C 6.1.U.C.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Economics Freedom Goods Liberty Services	The Civil War at Home American Life in the Great Depression Roosevelt's Hundred Days The New Deal The Civil War at Home Roosevelt's Hundred Days The New Deal Failures of Reconstruction Reforming Business and Government Roaring Economy to Great Depression The New Deal	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.2.U 6.2.U.A 6.2.U.A.1 6.2.U.C 6.2.U.C.1 6.2.U.D 6.2.U.D.1 6.2.U.E 6.2.U.E.1 6.2.U.E.2 6.2.U.F 6.2.U.F.1 6.2.U.G	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction	A New Revolution Homesteaders and the Transcontinental Railroad New American Industries Technology and Society in the Industrial Age Trusts and Big Business America and the War at Home The Baby Boom The Muckrakers The Spanish-American War America and the Global Economy American Life in the Great Depression Reforming Business and Government	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.3.U 6.3.U.B 6.3.U.B.1 6.3.U.B.1.a 6.3.U.B.1.b 6.3.U.B.1.c 6.3.U.B.1.d 6.3.U.B.1.e 6.3.U.C 6.3.U.C.1 6.3.U.D 6.3.U.D.1 6.3.U.D.1.a	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Choice Costs Distribution Opportunity cost Scarcity	American Indians on a Closing Frontier Dred Scott and the Slavery Debate Failures of Reconstruction Impact of Reconstruction New Immigration Society in the 1920s The Civil War at Home The Emancipation Proclamation The Great Migration The Immigrant Experience A Worker's Life Failures of Reconstruction Labor and Unrest	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.4.U 6.4.U.A 6.4.U.A.1 6.4.U.C 6.4.U.C.1 6.4.U.D 6.4.U.D.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Capital Distribution resources Interdependence Labor	America and the Global Economy Technology and its Effects on Modern America The Clinton Administration The Cold War The Economy in the 1970s A New Revolution America and the Global Economy Homesteaders and the Transcontinental Railroad New American Industries Technology and its Effects on Modern America	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.5.U 6.5.U.B 6.5.U.B.1 6.5.U.E 6.5.U.E.1 6.5.U.F 6.5.U.F.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Benefits Costs Goods Productivity Services Wealth	A Worker's Life Labor and Unrest Reforming Business and Government A Worker's Life Trusts and Big Business New American Industries Technology and Society in the Industrial Age Trusts and Big Business	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.

7/13/23	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.1.U 7.1.U.A 7.1.U.A.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location	Immigration and Demographic Change New Immigration	Differentiation/Modifications/Accommodations are included in the lesson plan	7.1.U.A <a href="https://drive.google.com/file/d/1qKjyHcjvJM8mc3iRo3IKTFKYhVA50Gj/view?usp=sharing">https://drive.google.com/file/d/1qKjyHcjvJM8mc3iRo3IKTFKYhVA50Gj/view?usp=sharing</a>
9-12	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.2 7.2.U.A 7.2.U.A.1 7.2.U.B 7.2.U.B.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Liberty Physical features Resources	A New Revolution American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad New American Industries A New Revolution American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad New American Industries	Differentiation/Modifications/Accommodations are included in the lesson plan	7.2.U.B <a href="https://drive.google.com/file/d/1rvGToHtBu4DbQczEJsnfWUvVCfanK2l/view?usp=sharing">https://drive.google.com/file/d/1rvGToHtBu4DbQczEJsnfWUvVCfanK2l/view?usp=sharing</a>
9-12	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.3.U 7.3.U.A 7.3.U.A.1 7.3.U.A.1.a 7.3.U.A.1.b 7.3.U.A.1.c 7.3.U.A.1.d 7.3.U.A.1.e	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demographic Ethnicity Mobility Region Spatial distribution	American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad Immigration and Demographic Change Johnson's Great Society The Baby Boom The Great Migration The Populist Party Urbanization in America American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad Immigration and Demographic Change	Differentiation/Modifications/Accommodations are included in the lesson plan	7.3.U.A <a href="https://drive.google.com/file/d/1Bo_TuRTPdD2azKEl--SpW5xCOGN0HSrO/view?usp=sharing">https://drive.google.com/file/d/1Bo_TuRTPdD2azKEl--SpW5xCOGN0HSrO/view?usp=sharing</a>
9-12	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.4.U 7.4.U.A 7.4.U.A.1 7.4.U.B 7.4.U.B.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Dependent Interaction Physical environment Spatial patterns	Homesteaders and the Transcontinental Railroad Nixon's Presidency The Bush Presidency Homesteaders and the Transcontinental Railroad Nixon's Presidency The Bush Presidency	Differentiation/Modifications/Accommodations are included in the lesson plan	7.4.U.B <a href="https://drive.google.com/file/d/1vyW0YqIXNjFgXLQ1714xYrQde4Tqz0/view?usp=sharing">https://drive.google.com/file/d/1vyW0YqIXNjFgXLQ1714xYrQde4Tqz0/view?usp=sharing</a>
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.1.U 8.1.U.A 8.1.U.A.1 8.1.U.B 8.1.U.B.1 8.1.U.C 8.1.U.C.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Chronologic Freedom Historical perspective Liberty Primary source Secondary source	Civil Rights and Voting Rights Civil Rights at the Turn of the Century Dred Scott and the Slavery Debate Failures of Reconstruction Immigration and Demographic Change Impact of Reconstruction Johnson's Great Society New Immigration Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Presidential and Radical Reconstruction Society in the 1920s	Differentiation/Modifications/Accommodations are included in the lesson plan	8.1.U.A <a href="https://drive.google.com/file/d/1gSwSgr1fWdHcE_g2VOA9-aUKSJ0HDqRo/view?usp=sharing">https://drive.google.com/file/d/1gSwSgr1fWdHcE_g2VOA9-aUKSJ0HDqRo/view?usp=sharing</a>

7/13/23	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.2.U 8.2.U.A 8.2.U.A.1 8.2.U.B 8.2.U.B.1 8.2.U.C 8.2.U.C.1 8.2.U.C.1.a 8.2.U.C.1.b 8.2.U.C.1.c 8.2.U.C.1.d 8.2.U.C.1.e 8.2.U.C.1.f	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts Change Conflict Continuity Contribution Control Freedom	The Muckrakers Turning Points September 11, 2008 Turning Points The Muckrakers Trusts and Big Business Turning Points A Worker's Life The Muckrakers Turning Points Trusts and Big Business	Differentiation/Modifications/Accommodations are included in the lesson plan	8.2.U.D <a href="https://drive.google.com/file/d/1WgWjzW13t77WtFR88Nn52zvoXuHa5UTt/view?usp=sharing">https://drive.google.com/file/d/1WgWjzW13t77WtFR88Nn52zvoXuHa5UTt/view?usp=sharing</a>
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.3.U 8.3.U.A 8.3.U.A.1 8.3.U.B.1 8.3.U.C 8.3.U.C.1 8.3.U.C.1.a 8.3.U.C.1.b 8.3.U.C.1.c 8.3.U.C.1.d 8.3.U.C.1.e	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts Change Conflict Continuity Contribution Control Freedom	A Worker's Life America and the Global Economy America and the War at Home America in the Bush Years America in the Great War America's Entry into the War American Indians on a Closing Frontier American Life in the Great Depression Brinkmanship in the Cold War Carter and the Middle East Civil Rights and Voting Rights	Differentiation/Modifications/Accommodations are included in the lesson plan	8.3.U.A <a href="https://drive.google.com/file/d/1Tn3J7IQ6ygDVyU4QRXvijHwLQ37sKeYt/view?usp=sharing">https://drive.google.com/file/d/1Tn3J7IQ6ygDVyU4QRXvijHwLQ37sKeYt/view?usp=sharing</a>

US History Honors Framework

Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.1.U 5.1.U.A 5.1.U.A.1 5.1.U.C 5.1.U.C.1.a 5.1.U.C.1.b 5.1.U.C.1.c 5.1.U.C.1.d 5.1.U.D 5.1.U.D.1 5.1.U.D.1.a 5.1.U.D.1.b 5.1.U.D.1.c 5.1.U.D.1.d	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Authority Citizen Freedom Liberty Principle Rights	Civil Rights and Voting Rights Johnson's Great Society Presidential and Radical Reconstruction Reforming Business and Government The Emancipation Proclamation The Warren Court Urban and Social Reforms Women's Rights and Suffrage Civil Rights and Voting Rights Civil Rights at the Turn of the Century Dred Scott and the Slavery Debate Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the <i>Planbook</i> lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standards 8.1, 8.2, and 8.3.
9-12	People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.2.U 5.2.U.A 5.2.U.A.1 5.2.U.B 5.2.U.B.1 5.2.U.C 5.2.U.C.1 5.2.U.D 5.2.U.D.1	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Citizen Freedom Liberty Responsibility Rights	Fascism and Aggression America in the Great War America's Entry into the War Brinkmanship in the Cold War Carter and the Middle East Civil Rights and Voting Rights Civil Rights at the Turn of the Century End of the War in the Pacific End of the War in Vietnam Fascism and Aggression Internment and the Constitution Johnson's Great Society <del>Kennedy and the Cold War</del>	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.3.U 5.3.U.D 5.3.U.D.1 5.3.U.F 5.3.U.F.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare	The Civil War Begins The Civil Rights Movement Begins Organizing to Demand Rights Nonviolent Protest Other Perspectives on Civil Rights Women's Rights Movement Dred Scott and the Slavery Debate Internment and the Constitution The Civil Rights Movement Begins The Warren Court Women's Rights Movement	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.4.U 5.4.U.A 5.4.U.A.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Nation-state Liberty Policy Relationship Rights	Expanding Borders The Spanish-American War America in the Great War Wilson and the War America's Entry into the War The Cold War The Korean War Brinkmanship in the Cold War Kennedy and the Cold War The Vietnam War End of the War in Vietnam Carter and the Middle East Reagan and the Evil Empire The End of the Cold War <del>The Bush Presidency</del>	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.

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9-12	A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.1.U 6.1.U.A 6.1.U.A.1 6.1.U.B 6.1.U.B.1 6.1.U.C 6.1.U.C.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Economics Freedom Goods Liberty Services	The Civil War at Home American Life in the Great Depression Roosevelt's Hundred Days The New Deal The Civil War at Home Roosevelt's Hundred Days The New Deal Failures of Reconstruction Reforming Business and Government Roaring Economy to Great Depression The New Deal	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.2.U 6.2.U.A 6.2.U.A.1 6.2.U.C 6.2.U.C.1 6.2.U.D 6.2.U.D.1 6.2.U.E 6.2.U.E.1 6.2.U.E.2 6.2.U.F 6.2.U.F.1 6.2.U.G	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction	A New Revolution Homesteaders and the Transcontinental Railroad New American Industries Technology and Society in the Industrial Age Trusts and Big Business America and the War at Home The Baby Boom The Muckrakers The Spanish-American War America and the Global Economy American Life in the Great Depression Reforming Business and Government	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.3.U 6.3.U.B 6.3.U.B.1 6.3.U.B.1.a 6.3.U.B.1.b 6.3.U.B.1.c 6.3.U.B.1.d 6.3.U.B.1.e 6.3.U.C 6.3.U.C.1 6.3.U.D 6.3.U.D.1 6.3.U.D.1.a	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Choice Costs Distribution Opportunity cost Scarcity	American Indians on a Closing Frontier Dred Scott and the Slavery Debate Failures of Reconstruction Impact of Reconstruction New Immigration Society in the 1920s The Civil War at Home The Emancipation Proclamation The Great Migration The Immigrant Experience A Worker's Life Failures of Reconstruction Labor and Unrest	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.4.U 6.4.U.A 6.4.U.A.1 6.4.U.C 6.4.U.C.1 6.4.U.D 6.4.U.D.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Capital Distribution resources Interdependence Labor	America and the Global Economy Technology and its Effects on Modern America The Clinton Administration The Cold War The Economy in the 1970s A New Revolution America and the Global Economy Homesteaders and the Transcontinental Railroad New American Industries Technology and its Effects on Modern America	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.
9-12	The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.5.U 6.5.U.B 6.5.U.B.1 6.5.U.E 6.5.U.E.1 6.5.U.F 6.5.U.F.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Benefits Costs Goods Productivity Services Wealth	A Worker's Life Labor and Unrest Reforming Business and Government A Worker's Life Trusts and Big Business New American Industries Technology and Society in the Industrial Age Trusts and Big Business	Differentiation/Modifications/Accommodations are included in the lesson plan	These standards are linked to the Edgenuity US History curriculum Lessons but are NOT part of the PDE's US History Framework. As such, the lesson plans for US History are not connected to these standards despite the overlap. The US History lesson plans are tagged to standard 8.3.

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9-12	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.1.U 7.1.U.A 7.1.U.A.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location	Immigration and Demographic Change New Immigration	Differentiation/Modifications/ accommodations are included in the lesson plan	7.1.U.A <a href="https://drive.google.com/file/d/1qKjyHcjvJM8mc3iRo3IKTFKYhVA50Gj/view?usp=sharing">https://drive.google.com/file/d/1qKjyHcjvJM8mc3iRo3IKTFKYhVA50Gj/view?usp=sharing</a>
9-12	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.2 7.2.U.A 7.2.U.A.1 7.2.U.B 7.2.U.B.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Liberty Physical features Resources	A New Revolution American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad New American Industries A New Revolution American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad New American Industries	Differentiation/Modifications/ accommodations are included in the lesson plan	7.2.U.B <a href="https://drive.google.com/file/d/1RvGtOhtBu4DbQczEjSfnwUvYcFankT2l/view?usp=sharing">https://drive.google.com/file/d/1RvGtOhtBu4DbQczEjSfnwUvYcFankT2l/view?usp=sharing</a>
9-12	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.3.U 7.3.U.A 7.3.U.A.1 7.3.U.A.1.a 7.3.U.A.1.b 7.3.U.A.1.c 7.3.U.A.1.d 7.3.U.A.1.e	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demographic Ethnicity Mobility Region Spatial distribution	American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad Immigration and Demographic Change Johnson's Great Society The Baby Boom The Great Migration The Populist Party Urbanization in America American Indians on a Closing Frontier Homesteaders and the Transcontinental Railroad Immigration and Demographic Change	Differentiation/Modifications/ accommodations are included in the lesson plan	7.3.U.A <a href="https://drive.google.com/file/d/1Bo_TuRTPdD2azKEI--SpW5xCOGN0HSrO/view?usp=sharing">https://drive.google.com/file/d/1Bo_TuRTPdD2azKEI--SpW5xCOGN0HSrO/view?usp=sharing</a>
9-12	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.4.U 7.4.U.A 7.4.U.A.1 7.4.U.B 7.4.U.B.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Dependent Interaction Physical environment Spatial patterns	Homesteaders and the Transcontinental Railroad Nixon's Presidency The Bush Presidency Homesteaders and the Transcontinental Railroad Nixon's Presidency The Bush Presidency	Differentiation/Modifications/ accommodations are included in the lesson plan	7.4.U.B <a href="https://drive.google.com/file/d/1vyW0YqjXNjFGfXLQ1714xYrQde4TqJz0/view?usp=sharing">https://drive.google.com/file/d/1vyW0YqjXNjFGfXLQ1714xYrQde4TqJz0/view?usp=sharing</a>
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.1.U 8.1.U.A 8.1.U.A.1 8.1.U.B 8.1.U.B.1 8.1.U.C 8.1.U.C.1	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Chronologic Freedom Historical perspective Liberty Primary source Secondary source	Civil Rights and Voting Rights Civil Rights at the Turn of the Century Dred Scott and the Slavery Debate Failures of Reconstruction Immigration and Demographic Change Impact of Reconstruction Johnson's Great Society New Immigration Nonviolent Protest Organizing to Demand Rights Other Perspectives on Civil Rights Presidential and Radical Reconstruction Society in the 1920s	Differentiation/Modifications/ accommodations are included in the lesson plan	8.1.U.A <a href="https://drive.google.com/file/d/1gSw5gr1fWdHcE_g2VOA9-aUK5j0HDqRo/view?usp=sharing">https://drive.google.com/file/d/1gSw5gr1fWdHcE_g2VOA9-aUK5j0HDqRo/view?usp=sharing</a>

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9-12	The study of the past gives information for today to make choices for liberty and freedom.	How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.2.U 8.2.U.A 8.2.U.A.1 8.2.U.B 8.2.U.B.1 8.2.U.C 8.2.U.C.1 8.2.U.C.1.a 8.2.U.C.1.b 8.2.U.C.1.c 8.2.U.C.1.d 8.2.U.C.1.e	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts Change Conflict Continuity Contribution Control Freedom	The Muckrakers Turning Points September 11, 2008 Turning Points The Muckrakers Trusts and Big Business Turning Points A Worker's Life The Muckrakers Turning Points Trusts and Big Business	Differentiation/Modifications/Accommodations are included in the lesson plan	8.2.U.D <a href="https://drive.google.com/file/d/1WgWjzW13t7Wtfr88Nn52zvoXuHa5UTt/view?usp=sharing">https://drive.google.com/file/d/1WgWjzW13t7Wtfr88Nn52zvoXuHa5UTt/view?usp=sharing</a>
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.3.U 8.3.U.A 8.3.U.A.1 8.3.U.B.1 8.3.U.C 8.3.U.C.1 8.3.U.C.1.a 8.3.U.C.1.b 8.3.U.C.1.c 8.3.U.C.1.d 8.3.U.C.1.e	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document:  Artifacts Change Conflict Continuity Contribution Control Freedom	A Worker's Life America and the Global Economy America and the War at Home America in the Bush Years America in the Great War America's Entry into the War American Indians on a Closing Frontier American Life in the Great Depression Brinkmanship in the Cold War Carter and the Middle East Civil Rights and Voting Rights	Differentiation/Modifications/Accommodations are included in the lesson plan	8.3.U.A <a href="https://drive.google.com/file/d/1Tn3J7IQ6ygDVyU4QRXVjHwLQ37sKeYt/view?usp=sharing">https://drive.google.com/file/d/1Tn3J7IQ6ygDVyU4QRXVjHwLQ37sKeYt/view?usp=sharing</a>

World History Framework

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9-12	Government is the protection or abridgement of balancing rights, liberty, and freedom.	How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty?	Power and authority are to be distinguished from one another.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.1.W. 5.1.W.B.1. 5.1.W.B.2. 5.1.W.F.	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Authority Citizen Freedom Liberty Principle Rights	World War I Ends European Union International Organizations Women's Rights and Roles Absolute Monarchy in Europe The Glorious Revolution The Enlightenment The French Revolution Begins The Reign of Terror Age of Revolutions Latin American Revolutions Revolution in Russia Authoritarianism, Fascism, and Dictators Stalin and the Soviet Union	Differentiation/Modifications/Accommodations are included in the lesson plan	N/A
9-12	People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity	How does the exercise of rights and responsibilities differ in various forms of governments?	There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.2.W. 5.2.W.A. 5.2.W.B. 5.2.W.D.	N/A	N/A	Key terms for learning in addition to the glossary of terms from the Academic Standards document: Citizen Freedom Liberty Responsibility Rights	The Enlightenment The American Revolution Authoritarianism, Fascism, and Dictators Rise of Hitler Women's Rights and Roles European Union International Organizations Women's Rights and Roles	Differentiation/Modifications/Accommodations are included in the lesson plan	N/A
9-12	The workings of government vary dependent on how the government has the authority to govern.	How do the workings of government vary based on authority?	Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.3.W. 5.3.W.J.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare	Absolute Monarchy in Europe The Enlightenment The American Revolution Rise of the Nation-State Authoritarianism, Fascism, and Dictators Rise of Hitler Stalin and the Soviet Union Communism in China Origins of the Cold War Cold War at Its Height The Cold War around the World End of the Cold War European Union	Differentiation/Modifications/Accommodations are included in the lesson plan	N/A
9-12	Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government.	How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?	There are benefits and consequences of relationships between various forms of government.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	5.4.W. 5.4.W.C.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Nation-state Liberty Policy Relationship Rights	International Organizations Economic Globalization	Differentiation/Modifications/Accommodations are included in the lesson plan	N/A

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9-12	A government's influence in economic performance impacts the balance of freedom and liberty.	How do governments use economic tools to control freedom and liberty?	Governments organize to protect or determine what goods and services should be produced, exchanged and consumed.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.1.W. 6.1.W.A. 6.1.W.B. 6.1.W.C.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Economics Freedom Goods Liberty Services	Economic Globalization Predicting the Future: Resources in the Middle East Conquest of the Americas Economic Globalization Global Economic Crisis Modernization in China Economic Globalization	Differentiation/Modifications/ accommodations are included in the lesson plan	N/A
9-12	The tools of economic markets and the functions of government control the full exercise of freedom and liberty.	How does a government's influence on economic performance impact the balance of freedom and liberty?	The fluctuations of supply and demand influence the liberty and freedom of individuals and governments.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.2.W. 6.2.W.A. 6.2.W.C. 6.2.W.D. 6.2.W.E.1. 6.2.W.E.2. 6.2.W.F. 6.2.W.G.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction	Economic Globalization A New Kind of War Japan's Pacific Campaign Global Economic Crisis India under British Rule New Economic Theories	Differentiation/Modifications/ accommodations are included in the lesson plan	6.2.W.G <a href="https://drive.google.com/file/d/1fy-2RUY8DV2SxSfWRdz4OA6fblQYIK9/view?usp=sharing">https://drive.google.com/file/d/1fy-2RUY8DV2SxSfWRdz4OA6fblQYIK9/view?usp=sharing</a>
9-12	Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.	How does unlimited wants with limited resources impact government?	Scarcity and choice affect the allocation of resources.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.3.W. 6.3.W.B. 6.3.W.B.1. 6.3.W.B.2. 6.3.W.B.3. 6.3.W.B.4. 6.3.W.B.5. 6.3.W.D. 6.3.W.D.1. 6.3.W.D.2. 6.3.W.D.3. 6.3.W.D.4. 6.3.W.D.5.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Choice Costs Distribution Opportunity cost Scarcity	Three Worlds Meet The Struggle for North America The New Imperialism Spheres of Influence in Muslim Lands India under British Rule Imperialism in East Asia Imperialism in Africa Impact of the Industrial Age Effects of Industrialization Conquest of the Americas The Struggle for North America Spheres of Influence in Muslim Lands Imperialism in East Asia	Differentiation/Modifications/ accommodations are included in the lesson plan	N/A
9-12	The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.	How does interdependence among nations affect the balance of freedom and liberty in its citizens?	Trading Ideas, goods, and services affect decisions and events in many areas.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.4.W. 6.4.W.A. 6.4.W.B. 6.4.W.C. 6.4.W.D.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Capital Distribution resources Interdependence Labor	Economic Globalization The French Revolution Begins The Reign of Terror Age of Revolutions Latin American Revolutions Revolution in Russia Economic Globalization Compare and Contrast Revolutions	Differentiation/Modifications/ accommodations are included in the lesson plan	6.4.W.C <a href="https://drive.google.com/file/d/1qxEvpyG136foGSPa9aHIE6r25jMiXD0d/view?usp=sharing">https://drive.google.com/file/d/1qxEvpyG136foGSPa9aHIE6r25jMiXD0d/view?usp=sharing</a>
9-12	The work and earnings in various markets impact the balance of freedom and liberty.	How does the distribution of wealth reflect the control of freedom and liberty?	There are costs and benefits from all choices in society.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	6.5.W. 6.5.W.E.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Benefits Costs Goods Productivity Services Wealth	Economic Globalization	Differentiation/Modifications/ accommodations are included in the lesson plan	6.5.W.E <a href="https://drive.google.com/file/d/1swhJEcW3G5v7NR04gKGGoFFUeWPFvV6/view?usp=sharing">https://drive.google.com/file/d/1swhJEcW3G5v7NR04gKGGoFFUeWPFvV6/view?usp=sharing</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	Geographic tools are constructs of man to represent time, space and place.	How are the tools of geography used to represent time, space and place?	Geographic tools were created to study earth's phenomena.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.1.W. 7.1.W.A.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Cartography Freedom GIS - Geographic Information Systems Globes Liberty Location	Predicting the Future: Resources in the Middle East	Differentiation/Modifications/ accommodations are included in the lesson plan	7.1.W.A <a href="https://drive.google.com/file/d/1F2ikP3q3row_Pg6VnEfaEWwjivvYrYz/view?usp=sharing">https://drive.google.com/file/d/1F2ikP3q3row_Pg6VnEfaEWwjivvYrYz/view?usp=sharing</a>
9-12	The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.	How do physical features, natural resources and locations (geography) influence freedom and liberty?	The earth's physical features, resources, and places influence movement and use of the land for liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.2.W. 7.2.W.A. 7.2.W.B.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Freedom Liberty Physical features Resources	Predicting the Future: Resources in the Middle East	Differentiation/Modifications/ accommodations are included in the lesson plan	N/A
9-12	Geographic features influence human activities in exercising freedom and liberty.	How do human actions to control freedom and liberty reflect in geography around the world?	People are dependent on physical features, resources and places for exercising their liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.3.W. 7.3.W.A. 7.3.W.A.1. 7.3.W.A.2. 7.3.W.A.3. 7.3.W.A.4. 7.3.W.A.5.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Demographic Ethnicity Mobility Region Spatial distribution	Civilizations in North and South America Demographics and Population The Renaissance Literature and Philosophy of the Renaissance Artistic Achievements of the Renaissance The Northern Renaissance Civilizations in North and South America Conquest of the Americas Three Worlds Meet The Struggle for North America Cultural and Intellectual Trends The Industrial Age Effects of Industrialization	Differentiation/Modifications/ accommodations are included in the lesson plan	7.3.W.A <a href="https://drive.google.com/file/d/1WzLeUtPxp6bsDUFVR4b94ZwvaqRmaJ0/view?usp=sharing">https://drive.google.com/file/d/1WzLeUtPxp6bsDUFVR4b94ZwvaqRmaJ0/view?usp=sharing</a>
9-12	People will use physical features, natural resources, and locations to influence their freedom and liberty.	How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?	To exercise freedom and liberty people will adapt or alter geographic resources, features and places.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	7.4.W. 7.4.W.A. 7.4.W.B.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Dependent Interaction Physical environment Spatial patterns	Impact of Science and Technology Predicting the Future: Resources in the Middle East	Differentiation/Modifications/ accommodations are included in the lesson plan	7.4.W.B <a href="https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFimPdM/view?usp=sharing">https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFimPdM/view?usp=sharing</a>
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How are the tools of history used to examine the struggle to balance freedom and liberty?	The study of history utilizes problem solving skills and cognitive skills for people to learn from the past to make choices for their own liberty and freedom.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.1.W. 8.1.W.A. 8.1.W.B. 8.1.W.C.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Chronologic Freedom Historical perspective Liberty Primary source Secondary source	Conquest of the Americas The Struggle for North America The Scientific Revolution Terrorism The Glorious Revolution The Scientific Revolution Age of Revolutions Latin American Revolutions Spheres of Influence in Muslim Lands India under British Rule World War I Begins Revolution in Russia Stalin and the Soviet Union	Differentiation/Modifications/ accommodations are included in the lesson plan	8.1.W.B <a href="https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFimPdM/view?usp=sharing">https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFimPdM/view?usp=sharing</a>

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Grade	Big Idea	Essential Questions	Concepts	Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
9-12	The study of the past gives information for today to make choices for liberty and freedom.	How does world history reflect the struggle to balance the control of freedom and liberty?	The study of history is the story of the struggle to balance freedom and liberty.	Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate: 1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking	8.4.W. 8.4.W.A. 8.4.W.B. 8.4.W.C. 8.4.W.C.1. 8.4.W.C.2. 8.4.W.C.3. 8.4.W.C.4. 8.4.W.C.5. 8.4.W.C.6. 8.4.W.D.	N/A	N/A	Key terms in addition to the glossary of terms from the Academic Standards document: Artifacts Change Conflict Continuity Contribution Control Freedom Liberty	The Renaissance Literature and Philosophy of the Renaissance Artistic Achievements of the Renaissance The Northern Renaissance The Protestant Reformation The Counter-Reformation Voyages of Exploration Absolute Monarchy in Europe The Glorious Revolution The Scientific Revolution The Enlightenment Napoleon's Rise and Fall	Differentiation/Modifications/Accommodations are included in the lesson plan	8.4.W.A <a href="https://drive.google.com/file/d/1HrqC7euUwcDuU_LUQJGbfEvsS1wpX8mE/view?usp=sharing">https://drive.google.com/file/d/1HrqC7euUwcDuU_LUQJGbfEvsS1wpX8mE/view?usp=sharing</a>

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Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>5.1.12.B. 5.1.12.F. 5.1.9.B. 5.1.C.B. 5.1.W.B.1. 5.1.W.B.2. 5.1.W.F. 5.1.U.A.</p>	N/A	N/A	<p>Key terms for learning in addition to the glossary of terms from the Academic Standards document:</p> <p>Authority Citizen Freedom Liberty Principle Rights</p>	<p>The Glorious Revolution The Enlightenment The French Revolution Begins The Reign of Terror Compare and Contrast Revolutions Napoleon's Rise and Fall Age of Revolutions Rise of the Nation-State Latin American Revolutions New Economic Theories India under British Rule Imperialism in East Asia Imperialism in Africa World War I Begins</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>5.2.12.B. 5.2.U.A. 5.2.W.A. 5.2.W.B. 5.2.U.B. 5.2.9.A. 5.2.9.B. 5.2.C.A. 5.2.C.B.</p>	N/A	N/A	<p>Key terms for learning in addition to the glossary of terms from the Academic Standards document:</p> <p>Citizen Freedom Liberty Responsibility Rights</p>	<p>The French Revolution Begins The Reign of Terror Age of Revolutions Latin American Revolutions Spheres of Influence in Muslim Lands The Rise of Modern Japan World War I Begins A New Kind of War World War I Ends Revolution in Russia Authoritarianism, Fascism, and Dictators Rise of Hitler WWII Begins</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>5.3.12.B. 5.3.9.J. 5.3.W.J. 5.3.12.J.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Authority Due Process of Law Freedom Government Liberty Security Sovereignty Welfare</p>	<p>Authoritarianism, Fascism, and Dictators European Union Nationalism in the Middle East Terrorism Ethnic and Religious Conflict Genocide</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A

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Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>5.4.C.B. 5.4.U.A. 5.4.W.C. 5.4.9.B. 5.4.9.C. 5.4.9.D. 5.4.9.E. 5.4.12.A. 5.4.12.C. 5.4.12.E.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Freedom Nation-state Liberty Policy Relationship Rights</p>	<p>Imperialism in East Asia A New Kind of War Communism in China Cold War at Its Height The Cold War around the World End of the Cold War Collapse of Communism European Union Latin American Reform Israel Nationalism in the Middle East Conflict in the Middle East International Organizations Terrorism Genocide</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	6.1.9.B.1.	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Economics Freedom Goods Liberty Services</p>	Economic Globalization	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>6.2.12.A. 6.2.12.D. 6.2.12.E. 6.2.9.B. 6.2.9.D. 6.2.U.D. 6.2.U.E.1. 6.2.U.E.2. 6.2.W.A. 6.2.W.D. 6.2.W.E.1.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Demand Economic institutions Flow of goods Freedom Liberty Market Price Supply Transaction</p>	<p>New Economic Theories Global Economic Crisis Challenges of Independence in Asia Economic Globalization</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	<p>6.2.W.G <a href="https://drive.google.com/file/d/1fy-2RUY8DVZSxSFwRdz4OA6fblQIYIK9/view?usp=sharing">https://drive.google.com/file/d/1fy-2RUY8DVZSxSFwRdz4OA6fblQIYIK9/view?usp=sharing</a></p>

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Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>6.3.W.B.1. 6.3.W.B.2. 6.3.W.B.4. 6.3.W.B.5. 6.3.W.D.5. 6.3.U.B.2. 6.3.U.B.4. 6.3.U.B.5. 6.3.U.D.2. 6.3.U.D.4. 6.3.U.D.5. 6.3.12.D. 6.3.9.D.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Choice Costs Distribution Opportunity cost Scarcity</p>	<p>The Industrial Age The Growth of Cities Impact of the Industrial Age Age of Reform The New Imperialism The Rise of Modern Japan World War I Begins A New Kind of War World War I Ends WWII Begins Japan's Pacific Campaign The Holocaust Victory for the Allies</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>6.4.12.B. 6.4.12.D. 6.4.9.B. 6.4.9.D. 6.4.U.A. 6.4.U.D. 6.4.U.C. 6.4.W.B. 6.4.W.C. 6.4.W.D.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Capital Distribution resources Interdependence Labor</p>	<p>Compare and Contrast Revolutions The Industrial Age The Growth of Cities Impact of the Industrial Age Age of Reform Global Economic Crisis Start of the Cold War in Europe European Union Latin American Reform Terrorism Economic Globalization</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	<p>6.4.W.C <a href="https://drive.google.com/file/d/1qxEvpyGi36foGSPa9aHIE6r25jMiXDOd/view?usp=sharing">https://drive.google.com/file/d/1qxEvpyGi36foGSPa9aHIE6r25jMiXDOd/view?usp=sharing</a></p>
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>6.5.U.E. 6.5.U.F. 6.5.12.E.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Benefits Costs Goods Productivity Services Wealth</p>	<p>Impact of the Industrial Age Economic Globalization</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	<p>6.5.W.E <a href="https://drive.google.com/file/d/1swhJecW3GsV7NR04gGKGofFFUeWPFvV6/view?usp=sharing">https://drive.google.com/file/d/1swhJecW3GsV7NR04gGKGofFFUeWPFvV6/view?usp=sharing</a></p>

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Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	7.1.9.B.	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Cartography</li> <li>Freedom</li> <li>GIS - Geographic Information Systems</li> <li>Globes</li> <li>Liberty</li> <li>Location</li> </ul>	Ethnic and Religious Conflict	Differentiation/Modifications/ accommodations are included in the lesson plan	<p>7.1.W.A</p> <p><a href="https://drive.google.com/file/d/1F2ikP3q3row_Pg6VnEfaEWwjivYqRZY/view?usp=sharing">https://drive.google.com/file/d/1F2ikP3q3row_Pg6VnEfaEWwjivYqRZY/view?usp=sharing</a></p>
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	7.2.9.A.	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Freedom</li> <li>Liberty</li> <li>Physical features</li> <li>Resources</li> </ul>	Ethnic and Religious Conflict	Differentiation/Modifications/ accommodations are included in the lesson plan	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>7.3.12.A.1.</p> <p>7.3.12.A.2.</p> <p>7.3.12.A.3.</p> <p>7.3.9.A.1.</p> <p>7.3.9.A.2.</p> <p>7.3.9.A.3.</p> <p>7.3.C.A.1.</p> <p>7.3.C.A.2.</p> <p>7.3.C.A.3.</p> <p>7.3.W.A.1.</p> <p>7.3.W.A.2.</p> <p>7.3.W.A.3.</p> <p>7.3.U.A.2.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Demographic</li> <li>Ethnicity</li> <li>Mobility</li> <li>Region</li> <li>Spatial distribution</li> </ul>	<p>Human Origins and the Neolithic Revolution</p> <p>The Republic of Rome</p> <p>The Growth of Cities</p> <p>Imperialism in East Asia</p> <p>The Rise of Modern Japan</p> <p>Global Economic Crisis</p> <p>Cultural and Intellectual Trends</p> <p>Ethnic and Religious Conflict</p> <p>Demographics and Population</p>	Differentiation/Modifications/ accommodations are included in the lesson plan	<p>7.3.W.A</p> <p><a href="https://drive.google.com/file/d/1WzLeUtPXp6bsDUfVR4b94ZwvaqgRmaJ0/view?usp=sharing">https://drive.google.com/file/d/1WzLeUtPXp6bsDUfVR4b94ZwvaqgRmaJ0/view?usp=sharing</a></p>

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Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>7.4.W. 7.4.W.A. 7.4.W.B.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Dependent Interaction</li> <li>Physical environment</li> <li>Spatial patterns</li> </ul>	N/A	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	<p>7.4.W.B <a href="https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFImPdTm/view?usp=sharing">https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFImPdTm/view?usp=sharing</a></p>
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>8.1.12.A. 8.1.12.B. 8.1.12.C. 8.1.9.A. 8.1.9.B. 8.1.9.C. 8.1.C.B. 8.1.U.A. 8.1.W.A. 8.1.W.B. 8.1.W.C.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Chronologic</li> <li>Freedom</li> <li>Historical perspective</li> <li>Liberty</li> <li>Primary source</li> <li>Secondary source</li> </ul>	<p>Human Origins and the Neolithic Revolution The Fertile Crescent Phoenicia, Assyria, and Persia Early Egypt Judaism The Rise of China Indian Dynasties Hinduism and Buddhism Athens and Sparta Greece's Golden Age Alexander's Empire The Republic of Rome Roman Civilization</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	<p>8.1.W.B <a href="https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFImPdTm/view?usp=sharing">https://drive.google.com/file/d/1BeTWT62sqf_vpNvotuyvnxYlgFImPdTm/view?usp=sharing</a></p>
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	8.2.12.B.	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <ul style="list-style-type: none"> <li>Artifacts</li> <li>Change</li> <li>Conflict</li> <li>Continuity</li> <li>Contribution</li> <li>Control</li> <li>Freedom</li> <li>Liberty</li> </ul>	<p>Greece's Golden Age Compare and Contrast Revolutions</p>	<p>Differentiation/Modifications/Accomodations are included in the lesson plan</p>	N/A

**World History Honors Framework**

Competencies	Standard	Eligible Content	Study Island Topic	Vocabulary	Curriculum Alignment (Edgenuity Lesson Names)	Modifications (SpEd; ELL; Enrichment)	Lesson Plan List
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>8.3.C.A. 8.3.U.A. 8.3.U.C.2. 8.3.U.C.3. 8.3.U.D.2. 8.3.12.C.3. 8.3.12.C.6. 8.3.12.D.2. 8.3.U.C.6. 8.3.U.D.4. 8.3.U.D.5. 8.3.9.C.3. 8.3.9.C.6.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Artifacts Change Conflict Continuity Contribution Control Freedom Liberty</p>	<p>Compare and Contrast Revolutions The Industrial Age The Growth of Cities Impact of the Industrial Age Age of Reform A New Kind of War Cultural and Intellectual Trends WWII Begins Japan's Pacific Campaign Victory for the Allies Start of the Cold War in Europe Cold War at Its Height The Cold War and the World</p>	<p>Differentiation/Modifications/ accommodations are included in the lesson plan</p>	N/A
<p>Refer to the grade band in the academic standards for specific competencies.</p> <p>Use content to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Analytic Thinking</li> <li>2. Critical Thinking</li> <li>3. Strategic Thinking</li> <li>4. Chronological Thinking</li> </ol>	<p>8.4.12.A. 8.4.12.B. 8.4.12.C.6. 8.4.9.A. 8.4.9.B. 8.4.9.C.2. 8.4.9.C.4. 8.4.9.C.3. 8.4.9.C.6. 8.4.9.A. 8.4.9.D. 8.4.C.A.2. 8.4.C.A.3.</p>	N/A	N/A	<p>Key terms in addition to the glossary of terms from the Academic Standards document:</p> <p>Artifacts Change Conflict Continuity Contribution Control Freedom Liberty</p>	<p>Human Origins and the Neolithic Revolution The Fertile Crescent Phoenicia, Assyria, and Persia Early Egypt Judaism Indian Dynasties Hinduism and Buddhism Athens and Sparta Greece's Golden Age Alexander's Empire The Republic of Rome Roman Civilization</p>	<p>Differentiation/Modifications/ accommodations are included in the lesson plan</p>	<p>8.4.W.A <a href="https://drive.google.com/file/d/1HrqC7euUwcDuU_LUQJGbfevsS1wpX8mE/view?usp=sharing">https://drive.google.com/file/d/1HrqC7euUwcDuU_LUQJGbfevsS1wpX8mE/view?usp=sharing</a></p>

AP US History Framework

Course	Unit	Topic	Thematic Focus	Learning Objective	Historical Developments	Instructional Time	Vocabulary	Modifications	Topic Lesson Plans
AP United	Unit 1 Period	TOPIC 1.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 1: Learning Objective A	KC-1.1	4-6% Exam Weighting 8 Class Periods	Arctic Tribes	unit study guide guiding questions graphic organizers note guides video shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 1: Learning Objective A	KC-1.2		Crusades		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.2	Geography and the Environment GEO	Unit 1: Learning Objective B	KC-1.1.I.A		Arctic Tribes		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.2	Geography and the Environment GEO	Unit 1: Learning Objective B	KC-1.1.I.B		Arctic Tribes		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.2	Geography and the Environment GEO	Unit 1: Learning Objective B	KC-1.1.I.C		Arctic Tribes		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.2	Geography and the Environment GEO	Unit 1: Learning Objective B	KC-1.1.I.D		Arctic Tribes		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.3	America in the World WOR	Unit 1: Learning Objective C	KC-1.2.I.A		Conquistador		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.4	Geography and the Environment GEO	Unit 1: Learning Objective D	KC-1.2.I.B		Columbian Exchange		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.4	Geography and the Environment GEO	Unit 1: Learning Objective D	KC-1.2.I.C		Conquistador		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.4	Geography and the Environment GEO	Unit 1: Learning Objective D	KC-1.2.II.A		Bartolome des Las Casas		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.5	Social Structures SOC	Unit 1: Learning Objective E	KC-1.2.II.B		Bartolome des Las Casas		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.5	Social Structures SOC	Unit 1: Learning Objective E	KC-1.2.II.C		Bartolome des Las Casas		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.5	Social Structures SOC	Unit 1: Learning Objective E	KC-1.2.II.D		castas system		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.6	America in the World WOR	Unit 1: Learning Objective F	KC-1.2.III		Middle Passage		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.6	America in the World WOR	Unit 1: Learning Objective F	KC-1.2.III.A		Bartolome des Las Casas		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.6	America in the World WOR	Unit 1: Learning Objective F	KC-1.2.III.B		Pueblo Revolt		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.6	America in the World WOR	Unit 1: Learning Objective F	KC-1.2.III.C		Bartolome des Las Casas		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	Unit 1 Period	TOPIC 1.7	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 1: Learning Objective G	KC-1.1	Arctic Tribes	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	Unit 1 Period	TOPIC 1.7	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 1: Learning Objective G	KC-1.2	Unit Vocabulary	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 2: Learning Objective A	KC-2.1	6-8% Exam Weighting 14 Class Periods	Chesapeake	unit study guide guiding questions graphic organizers note guides video shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 2: Learning Objective A	KC-2.2		Social Category		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.2	Migration and Settlement MIG	Unit 2: Learning Objective B	KC-2.1.I.A		Church of England		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.2	Migration and Settlement MIG	Unit 2: Learning Objective B	KC-2.1.I.B		John Calvin		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.2	Migration and Settlement MIG	Unit 2: Learning Objective B	KC-2.1.I.C		Martin Luther		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.3	Geography and the Environment GEO	Unit 2: Learning Objective C	KC-2.1.II.A		John Winthrop		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.3	Geography and the Environment GEO	Unit 2: Learning Objective C	KC-2.1.II.B		Mayflower		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.3	Geography and the Environment GEO	Unit 2: Learning Objective C	KC-2.1.II.C		Mayflower Compact		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.3	Geography and the Environment GEO	Unit 2: Learning Objective C	KC-2.1.II.D		Pilgrim		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.3	Geography and the Environment GEO	Unit 2: Learning Objective C	KC-2.1.II.E		Puritan		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.4	Work, Exchange, and Technology WXT	Unit 2: Learning Objective D	KC-2.1.III.A		Separatists		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.4	Work, Exchange, and Technology WXT	Unit 2: Learning Objective D	KC-2.1.III.B		Transatlantic Trade		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.4	Work, Exchange, and Technology WXT	Unit 2: Learning Objective D	KC-2.2.I.C		Transatlantic Trade		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.5	America in the World WOR	Unit 2: Learning Objective E	KC-2.1.III.C		Nathaniel Bacon		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.5	America in the World WOR	Unit 2: Learning Objective E	KC-2.1.III.E		Anne Hutchinson		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.5	America in the World WOR	Unit 2: Learning Objective E	KC-2.1.III.F		Providence		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.6	Work, Exchange, and Technology WXT	Unit 2: Learning Objective F	KC-2.2.II.A		Pequot War		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.6	Work, Exchange, and Technology WXT	Unit 2: Learning Objective F	KC-2.2.II.B		Atlantic Slave Trade		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.6	Work, Exchange, and Technology WXT	Unit 2: Learning Objective F	KC-2.2.II.C		Indentured Servant		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.7	American and Regional Culture ARC	Unit 2: Learning Objective G	KC-2.2.II.C		Enslaved Laborer		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 2	TOPIC 2.7	American and Regional Culture ARC	Unit 2: Learning Objective H	KC-2.2.I.A	First Great Awakening	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.7	American and Regional Culture ARC	Unit 2: Learning Objective H	KC-2.2.I.B	George Whitefield	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.7	American and National Identity NAT	Unit 2: Learning Objective I	KC-2.1.III.D	John Locke	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.7	American and National Identity NAT	Unit 2: Learning Objective I	KC-2.2.I.D	John Edwards	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.8	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 2: Learning Objective J	KC-2.1	Social Category	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 2	TOPIC 2.8	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 2: Learning Objective J	KC-2.2	Social Category	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 3	TOPIC 3.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 3: Learning Objective A	KC-3.1	10-17% Exam Weighting 17 Class Periods	Albany Plan	unit study guide guiding questions graphic organizers note guides video shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 3: Learning Objective A	KC-3.2		constitutions		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 3: Learning Objective A	KC-3.3		migration		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.2	America in the World WOR	Unit 3: Learning Objective B	KC-3.1.I.A		French Indian trade network		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.2	America in the World WOR	Unit 3: Learning Objective B	KC-3.1.I.B		Proclamation of 1763		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.2	America in the World WOR	Unit 3: Learning Objective B	KC-3.1.I.C		Proclamation of 1763		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.3	America in the World WOR	Unit 3: Learning Objective C	KC-3.1.II.A		Boston Tea Party		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.3	America in the World WOR	Unit 3: Learning Objective C	KC-3.1.II.B		Coercive Acts		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.3	America in the World WOR	Unit 3: Learning Objective C	KC-3.1.II.C		Committee of Correspondence		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.3	America in the World WOR	Unit 3: Learning Objective C	KC-3.1.II.D		Declaratory Act		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.4	American and National Identity NAT	Unit 3: Learning Objective D	KC-3.2.I.A		Quarantine Act		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.4	American and National Identity NAT	Unit 3: Learning Objective D	KC-3.2.I.B		Battles of Lexington and Concord		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.5	America in the World WOR	Unit 3: Learning Objective E	KC-3.1.II.E		Agent 355		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.6	Social Structures SOC	Unit 3: Learning Objective F Explain the various	KC-3.2.I.C During and after the American Revolution, an increased awareness of		French Revolution		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.6	Social Structures SOC	Unit 3: Learning Objective F Explain the various	KC-3.2.I.D In response to women's participation in the American Revolution,		Haitian Revolution		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.6	America in the World WOR	Unit 3: Learning Objective G Describe the global	KC-3.2.I.E The American Revolution and the ideals set forth in the Declaration of		Treaty of Paris 1783		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.7	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective H Explain how different	KC-3.2.II.A Many new state constitutions placed power in the hands of the		Articles of Confederation		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.7	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective H Explain how different	KC-3.2.II.B The Articles of Confederation unified the newly independent states,	Articles of Confederation	<a href="https://drive.google.com">https://drive.google.com</a>		

AP US History Framework

Course	Unit	Topic	Thematic Focus	Learning Objective	Historical Developments	Instructional Time	Vocabulary	Modifications	Topic Lesson Plans
AP United	UNIT 3	TOPIC 3.7	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective H Explain how different	KC-3.3.I.C As settlers moved westward during the 1780s, Congress enacted the	10-17% Exam Weighting 17 Class Periods	3/5 Compromise	unit study guide guiding questions graphic organizers note guides video shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.8	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective I Explain the differing	KC-3.3.II.C.i Delegates from the states participated in the Constitutional		3/5 Compromise		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.8	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective I Explain the differing	KC-3.3.II.D The Constitutional Convention compromised over the representation of		Annapolis Convention Bill of Rights		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.8	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective I Explain the differing	KC-3.2.II.E In the debate over ratifying the Constitution, Anti-Federalists opposing		Constitution		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.9	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective J Explain the	KC-3.2.II.C.ii Delegates from the states participated in the Constitutional		Battle of Fallen Timber		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 3: Learning Objective K Explain how and why	KC-3.3.II.A The U.S. government forged diplomatic initiatives aimed at dealing with		Citizen Genet		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 3: Learning Objective K Explain how and why	KC-3.3.II.B War between France and Britain resulting from the French Revolution		Democratic-Republicans		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 3: Learning Objective K Explain how and why	KC-3.3.IE The Spanish, supported by the bonded labor of the local American		Hamilton's Economic Plan		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 3: Learning Objective K Explain how and why	KC-3.3.I.D An ambiguous relationship between the federal government and		Judiciary Act 1789		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective L Explain how and why	KC-3.2.III.A During the presidential administrations of George Washington and		National Bank		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective L Explain how and why	KC-3.2.III.B Political leaders in the 1790s took a variety of positions on issues such		Treaty of Greenville		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 3: Learning Objective L Explain how and why	KC-3.3.II.C George Washington's Farewell Address encouraged national unity, as		Whiskey Rebellion		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 3: Learning Objective M Explain the	KC-3.2.III.ii New forms of national culture developed in the United States alongside		National Culture		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 3: Learning Objective M Explain the	KC-3.2.III.D Ideas about national identity increasingly found expression in works of				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.12	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 3: Learning Objective N Explain how and why	KC-3.3.IA Various American Indian groups repeatedly evaluated and adjusted		Alien and Sedition Acts		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.12	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 3: Learning Objective N Explain how and why	KC-3.3.IB As increasing numbers of migrants from North America and other parts		Jay's Treaty		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.12	THEMATIC FOCUS Social Structures SOC Social categories, roles, and practices are created,	Unit 3: Learning Objective O Explain the	KC-3.2.III.C The expansion of slavery in the deep South and adjacent western		John Adams		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.13	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 3: Learning Objective P Explain how the	KC-3.1 British attempts to assert tighter control over its North American colonies		Albany Plan		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.13	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 3: Learning Objective P Explain how the	KC-3.2 The American Revolution's democratic and republican ideals inspired new		constitutions		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 3	TOPIC 3.13	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 3: Learning Objective P Explain how the	KC-3.3 Migration within North America and competition over resources,		migration		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 4: Learning Objective A Explain the context	KC-4.1 The United States began to develop a modern democracy and celebrated a		Marbury v. Madison		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 4: Learning Objective A Explain the context	KC-4.2 Innovations in technology, agriculture, and commerce powerfully		original jurisdiction Revolution 1800		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 4: Learning Objective A Explain the context	KC-4.3 The U.S. interest in increasing foreign trade and expanding its national		12th Amendment		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective B Explain the causes	KC-4.1.IA In the early 1800s, national political parties continued to debate issues		12th Amendment		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective B Explain the causes	KC-4.1.I.B Supreme Court decisions established the primacy of the judiciary in		12th Amendment		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective B Explain the causes	KC-4.3.IA.i Following the Louisiana Purchase, the U.S. government sought		Lewis and Clark		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.3	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective C Explain how different	KC-4.1.I.D Regional interests often trumped national concerns as the basis for		Cohen v. Virginia		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.3	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective C Explain how different	KC-4.2.III.D Plans to further unify the U.S. economy, such as the American		Fletcher v. Peck		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.3	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective C Explain how different	KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri		Gibbons v. Ogden		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.4	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 4: Learning Objective D Explain how and why	KC-4.3.I Struggling to create an independent global presence, the United States		Adams-Onis Treaty		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.4	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 4: Learning Objective D Explain how and why	KC-4.3.IA.ii The U.S. government sought influence and control over the Western		Adams-Onis Treaty		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.5	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 4: Learning Objective E Explain the causes	KC-4.2.IA Entrepreneurs helped to create a market revolution in production and		Charles Goodyear		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.5	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 4: Learning Objective E Explain the causes	KC-4.2.I.B Innovations including textile machinery, steam engines, interchangeable		Eli Whitney		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 4	TOPIC 4.5	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 4: Learning Objective E Explain the causes	KC-4.2.I.C Legislation and judicial systems supported the development of roads,	Elias Howe	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.5	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 4: Learning Objective E Explain the causes	KC-4.2.III.B Increasing Southern cotton production and the related growth of	Homestead Act	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective F Explain how and why	KC-4.2.III.A Large numbers of international migrants moved to industrializing	Know Nothing Party	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective F Explain how and why	KC-4.2.II.B The growth of manufacturing drove a significant increase in prosperity	Charles Goodyear	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective F Explain how and why	KC-4.2.II.A Increasing numbers of Americans, especially women and men working	Eli Whitney	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective F Explain how and why	KC-4.2.II.C Gender and family roles changed in response to the market revolution,	Elias Howe	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.7	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective G Explain the causes	KC-4.1 The nation's transition to a more participatory democracy was achieved by	Homestead Act	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.8	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective H Explain the causes	KC-4.1.I.C By the 1820s and 1830s, new political parties arose—the Democrats,	Andrew Jackson	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.8	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 4: Learning Objective H Explain the causes	KC-4.3.I.B Frontier settlers tended to champion expansion efforts, while American	Andrew Jackson	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.9	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective I Explain how and why	KC-4.1.II.B A new national culture emerged that combined American elements,	Cherokee v. Georgia	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.9	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective I Explain how and why	KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefs in human	Brook Farm	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.10	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective J Explain the causes of	KC-4.1.II.A.i The rise of democratic and individualistic beliefs, a response to	Henry David Thoreau	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective K Explain how and why	KC-4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to	Charles Finney	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective K Explain how and why	KC-4.1.III.A Americans formed new voluntary organizations that aimed to change	Charles Finney	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective K Explain how and why	KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved	Abolition	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective K Explain how and why	KC-4.3.II.B.i Antislavery movements increased in the North.	Abolition	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.11	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 4: Learning Objective K Explain how and why	KC-4.1.III.C A women's rights movement sought to create greater equality and	Abolition	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.12	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective L Explain the	KC-4.1.III.B.ii Antislavery efforts in the South were largely limited to unsuccessful	Abolition	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.12	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 4: Learning Objective L Explain the	KC-4.1.II.D Enslaved blacks and free African Americans created communities and	Dorothea Dix	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.13	Geography and the Environment GEO Geographic and environmental factors, including	Unit 4: Learning Objective M Explain how	KC-4.3.II.B.ii In the South, although the majority of Southerners owned no	Abolition	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.13	Geography and the Environment GEO Geographic and environmental factors, including	Unit 4: Learning Objective M Explain how	KC-4.2.III.C Southern business leaders continued to rely on the production and	Dorothea Dix	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.13	Geography and the Environment GEO Geographic and environmental factors, including	Unit 4: Learning Objective M Explain how	KC-4.3.II.A As overcultivation depleted arable land in the Southeast, slaveholders	Elizabeth Cady Stanton	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.14	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 4: Learning Objective N Explain the extent to	KC-4.1 The United States began to develop a modern democracy and celebrated a	Marbury v. Madison	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.14	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 4: Learning Objective N Explain the extent to	KC-4.2 Innovations in technology, agriculture, and commerce powerfully	original jurisdiction Revolution 1800	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 4	TOPIC 4.14	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 4: Learning Objective N Explain the extent to	KC-4.3 The U.S. interest in increasing foreign trade and expanding its national		<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 5	TOPIC 5.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 5: Learning Objective A Explain the context	KC-5.1 The United States became more connected with the world, pursued an	civil war	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 5	TOPIC 5.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 5: Learning Objective A Explain the context	KC-5.2 Intensified by expansion and deepening regional divisions, debates over	Brook Farm	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 5	TOPIC 5.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 5: Learning Objective A Explain the context	KC-5.3 The Union victory in the Civil War and the contested reconstruction of the	civil war	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 5	TOPIC 5.2	Geography and the Environment GEO Geographic and environmental factors, including	Unit 5: Learning Objective B Explain the causes	KC-5.2.1.A The desire for access to natural and mineral resources and the hope of	Manifest Destiny	<a href="https://drive.google.com">https://drive.google.com</a>		

AP US History Framework

Course	Unit	Topic	Thematic Focus	Learning Objective	Historical Developments	Instructional Time	Vocabulary	Modifications	Topic Lesson Plans
AP United	UNIT 5	TOPIC 5.2	Geography and the Environment GEO Geographic and environmental factors, including	Unit 5: Learning Objective B Explain the causes	KC-5.1.1.B Advocates of annexing western lands argued that Manifest Destiny and	10-17% Exam Weighting 18 Class Periods	Brook Farm economic self-sufficiency "Bleeding Kansas" "Bleeding Kansas" Nativist States' Rights American Party American Party Abraham Lincoln Clara Barton Clara Barton Confiscation Act Confiscation Act 10% Plan 13th Amendment 14th Amendment 15th Amendment Black codes Impeachment Impeachment civil war civil war civil war	shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="#">/file/d/TS_zmVcCHAX86X0n_xgaoX5fjC-4Mwnv/view?usp=sharing</a>
AP United	UNIT 5	TOPIC 5.2	Geography and the Environment GEO Geographic and environmental factors, including	Unit 5: Learning Objective B Explain the causes	KC-5.1.1.D Westward migration was boosted during and after the Civil War by the				
AP United	UNIT 5	TOPIC 5.2	Geography and the Environment GEO Geographic and environmental factors, including	Unit 5: Learning Objective B Explain the causes	KC-5.1.1.E U.S. interest in expanding trade led to economic, diplomatic, and				
AP United	UNIT 5	TOPIC 5.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 5: Learning Objective C Explain the causes	KC-5.1.1.C The United States added large territories in the West through victory in				
AP United	UNIT 5	TOPIC 5.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 5: Learning Objective C Explain the causes	KC-5.1.1.C U.S. government interaction and conflict with Mexican Americans and				
AP United	UNIT 5	TOPIC 5.4	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective D Explain the	KC-5.2.1.I.A The Mexican Cession led to heated controversies over whether to				
AP United	UNIT 5	TOPIC 5.4	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective D Explain the	KC-5.2.1.I.B.i The courts and national leaders made a variety of attempts to resolve				
AP United	UNIT 5	TOPIC 5.5	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 5: Learning Objective E Explain the effects of	KC-5.1.1.I.A Substantial numbers of international migrants continued to arrive in the				
AP United	UNIT 5	TOPIC 5.5	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 5: Learning Objective E Explain the effects of	KC-5.1.1.I.B A strongly anti-Catholic nativist movement arose that was aimed at				
AP United	UNIT 5	TOPIC 5.5	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 5: Learning Objective F Explain how regional	KC-5.2.1.A The North's expanding manufacturing economy relied on free labor in				
AP United	UNIT 5	TOPIC 5.5	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 5: Learning Objective F Explain how regional	KC-5.2.1.B African American and white abolitionists, although a minority in the				
AP United	UNIT 5	TOPIC 5.5	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 5: Learning Objective F Explain how regional	KC-5.2.1.C Defenders of slavery based their arguments on racial doctrines, the				
AP United	UNIT 5	TOPIC 5.6	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective G Explain the political	KC-5.2.1.II.B.i The courts and national leaders made a variety of attempts to resolve				
AP United	UNIT 5	TOPIC 5.6	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective G Explain the political	KC-5.2.1.II.C The Second Party System ended when the issues of slavery and anti-				
AP United	UNIT 5	TOPIC 5.7	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective H Describe the effects	KC-5.2.1.II.D Abraham Lincoln's victory on the Republicans' free-soil platform in the				
AP United	UNIT 5	TOPIC 5.8	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 5: Learning Objective I Explain the various	KC-5.3.1.A Both the Union and the Confederacy mobilized their economies and				
AP United	UNIT 5	TOPIC 5.8	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 5: Learning Objective I Explain the various	KC-5.3.1.D Although the Confederacy showed military initiative and daring early in				
AP United	UNIT 5	TOPIC 5.9	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective J Explain how Lincoln's	KC-5.3.1.B Lincoln and most Union supporters began the Civil War to preserve the				
AP United	UNIT 5	TOPIC 5.9	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective J Explain how Lincoln's	KC-5.3.1.C Lincoln sought to reunify the country and used speeches such as the				
AP United	UNIT 5	TOPIC 5.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective K Explain the effects of	KC-5.3.1.II.i Reconstruction altered relationships between the states and the federal				
AP United	UNIT 5	TOPIC 5.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective K Explain the effects of	KC-5.3.1.II.A The 13th Amendment abolished slavery, while the 14th and 15th				
AP United	UNIT 5	TOPIC 5.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective K Explain the effects of	KC-5.3.1.II.B The women's rights movement was both emboldened and divided over				
AP United	UNIT 5	TOPIC 5.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 5: Learning Objective K Explain the effects of	KC-5.3.1.II.C Efforts by radical and moderate Republicans to change the balance of				
AP United	UNIT 5	TOPIC 5.11	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective L Explain how and why	KC-5.3.1.II.D Southern plantation owners continued to own the majority of the				
AP United	UNIT 5	TOPIC 5.11	American and National Identity NAT The development of and debates about democracy,	Unit 5: Learning Objective L Explain how and why	KC-5.3.1.IE Segregation, violence, Supreme Court decisions, and local political				
AP United	UNIT 5	TOPIC 5.12	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 5: Learning Objective M Compare the relative	KC-5.1 The United States became more connected with the world, pursued an				
AP United	UNIT 5	TOPIC 5.12	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 5: Learning Objective M Compare the relative	KC-5.2 Intensified by expansion and deepening regional divisions, debates over				
AP United	UNIT 5	TOPIC 5.12	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 5: Learning Objective M Compare the relative	KC-5.3 The Union victory in the Civil War and the contested reconstruction of the				
AP United	UNIT 6	TOPIC 6.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 6: Learning Objective A Explain the historical	KC-6.1 Technological advances, large-scale production methods, and the opening				
AP United	UNIT 6	TOPIC 6.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 6: Learning Objective A Explain the historical	KC-6.2 The migrations that accompanied industrialization transformed both urban				
AP United	UNIT 6	TOPIC 6.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 6: Learning Objective A Explain the historical	KC-6.3 The Gilded Age produced new cultural and intellectual movements, public				
AP United	UNIT 6	TOPIC 6.2	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.1.1.III.A Improvements in mechanization helped agricultural production				
AP United	UNIT 6	TOPIC 6.2	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.1.1.III.B Many farmers responded to the increasing consolidation in agricultural				
AP United	UNIT 6	TOPIC 6.2	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.1.1.A Following the Civil War, government subsidies for transportation and				
AP United	UNIT 6	TOPIC 6.2	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.2.1.II.A The building of transcontinental railroads, the discovery of mineral				
AP United	UNIT 6	TOPIC 6.3	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.2.1.II.B In hopes of achieving ideals of self-sufficiency and independence,				
AP United	UNIT 6	TOPIC 6.3	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.2.1.II.C As migrant populations increased in number and the American bison				
AP United	UNIT 6	TOPIC 6.3	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.2.1.II.D The U.S. government violated treaties with American Indians and				
AP United	UNIT 6	TOPIC 6.3	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective B Explain the causes	KC-6.2.1.II.E Many American Indians preserved their cultures and tribal identities				
AP United	UNIT 6	TOPIC 6.4	American and National Identity NAT The development of and debates about democracy,	Unit 6: Learning Objective C Explain how various	KC-6.1.1.D Despite the industrialization of some segments of the Southern				
AP United	UNIT 6	TOPIC 6.4	American and National Identity NAT The development of and debates about democracy,	Unit 6: Learning Objective C Explain how various	KC-6.3.1.II.C The Supreme Court decision in Plessy v. Ferguson that upheld racial				
AP United	UNIT 6	TOPIC 6.5	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective D Explain the effects of	KC-6.1.1.B.i Businesses made use of technological innovations and greater access				
AP United	UNIT 6	TOPIC 6.6	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1 Large-scale industrial production—accompanied by massive				
AP United	UNIT 6	TOPIC 6.6	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.B.ii Businesses made use of redesigned financial and management				
AP United	UNIT 6	TOPIC 6.6	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.D Many business leaders sought increased profits by consolidating				
AP United	UNIT 6	TOPIC 6.6	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.E.i Businesses increasingly looked outside U.S. borders in an effort to				
AP United	UNIT 6	TOPIC 6.7	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.C As the price of many goods decreased, workers' real wages increased,				
AP United	UNIT 6	TOPIC 6.7	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.II.C Labor and management battled over wages and working conditions,				
AP United	UNIT 6	TOPIC 6.7	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 6: Learning Objective E Explain the	KC-6.1.1.II.B.i The industrial workforce expanded and child labor increased.				
AP United	UNIT 6	TOPIC 6.8	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective F Explain how cultural	KC-6.1.1.II.B.ii The industrial workforce expanded and became more diverse through				
AP United	UNIT 6	TOPIC 6.8	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective F Explain how cultural	KC-6.2.1.A As cities became areas of economic growth featuring new factories and				
AP United	UNIT 6	TOPIC 6.8	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective F Explain how cultural	KC-6.2.1.B Urban neighborhoods based on particular ethnicities, races, and				
AP United	UNIT 6	TOPIC 6.9	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective G Explain the various	KC-6.2.1.C Increasing public debates over assimilation and Americanization				
AP United	UNIT 6	TOPIC 6.9	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective G Explain the various	KC-6.3.1.A Social commentators advocated theories later described as Social				
AP United	UNIT 6	TOPIC 6.9	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 6: Learning Objective G Explain the various	KC-6.3.1.II.B.i Many women, like Jane Addams, worked in settlement houses to help				
AP United	UNIT 6	TOPIC 6.10	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 6: Learning Objective H Explain the causes	KC-6.2.1.E Corporations' need for managers and for male and female clerical				
AP United	UNIT 6	TOPIC 6.10	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 6: Learning Objective H Explain the causes	KC-6.3.1.B Some business leaders argued that the wealthy had a moral obligation				
AP United	UNIT 6	TOPIC 6.11	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 6: Learning Objective I Explain how different	KC-6.3.1.C A number of artists and critics, including agrarians, utopians, socialists,				
AP United	UNIT 6	TOPIC 6.11	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 6: Learning Objective I Explain how different	KC-6.3.1.II.B.ii Many women sought greater equality with men, often joining voluntary				
AP United	UNIT 6	TOPIC 6.12	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 6: Learning Objective J Explain continuities	KC-6.1.1.A Some argued that laissez-faire policies and competition promoted				
AP United	UNIT 6	TOPIC 6.12	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 6: Learning Objective J Explain continuities	KC-6.1.1.E.ii Foreign policymakers increasingly looked outside U.S. borders in an				
AP United	UNIT 6	TOPIC 6.13	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 6: Learning Objective K Explain the	KC-6.1.1.II.C Economic instability inspired agrarian activists to create the People's				

AP US History Framework

Course	Unit	Topic	Thematic Focus	Learning Objective	Historical Developments	Instructional Time	Vocabulary	Modifications	Topic Lesson Plans
AP United	UNIT 6	TOPIC 6.13	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 6: Learning Objective K Explain the	KC-6.3.II.A The major political parties appealed to lingering divisions from the Civil	10-17% Exam Weighting 21 Class Periods	Chester Arthur Grover Cleveland Andrew Carnegie	unit study guide guiding questions graphic organizers note guides video shortened assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com/file/d/15J36oHa9KdRV_HQQVYxm1MWM5StZy/view">https://drive.google.com</a>
AP United	UNIT 6	TOPIC 6.13	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 6: Learning Objective K Explain the	KC-6.2.I.D In an urban atmosphere where the access to power was unequally		California Gold Rush		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 6	TOPIC 6.14	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 6: Learning Objective L Explain the extent to	KC-6.1 Technological advances, large-scale production methods, and the opening		Gilded Age		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 6	TOPIC 6.14	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 6: Learning Objective L Explain the extent to	KC-6.2 The migrations that accompanied industrialization transformed both urban		Gilded Age		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 7: Learning Objective A Explain the context	KC-6.3 The Gilded Age produced new cultural and intellectual movements, public		Imperialism Interventionism Isolationism		<a href="https://drive.google.com/file/d/1mgPugrmngv/E-570-BU-wvzpu/view">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 7: Learning Objective A Explain the context	KC-7.1 Growth expanded opportunity, while economic instability led to new efforts		Imperialism		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective B Explain the	KC-7.2 Innovations in communications and technology contributed to the growth of		Imperialism		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective B Explain the	KC-7.3 Participation in a series of global conflicts propelled the United States into		Spanish-American War		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective B Explain the	KC-7.3.I.A Imperialists cited economic opportunities, racial theories, competition		President Wilson Progressive Era		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective C Explain the effects of	KC-7.3.I.B Anti-imperialists cited principles of self-determination and invoked both				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.4	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective D Compare the goals	KC-7.3.I.C The American victory in the Spanish–American War led to the U.S.				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.4	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective D Compare the goals	KC-7.1.II.A Some Progressive Era journalists attacked what they saw as political				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.4	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective D Compare the goals	KC-7.1.II.D The Progressives were divided over many issues. Some Progressives				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.4	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective D Compare the goals	KC-7.1.II.B On the national level, Progressives sought federal legislation that they				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.4	Geography and the Environment GEO Geographic and environmental factors, including	Unit 7: Learning Objective E Compare attitudes	KC-7.1.II.C Preservationists and conservationists both supported the				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.5	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective F Explain the causes	KC-7.3.II.A After initial neutrality in World War I, the nation entered the conflict,		14 Points		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.5	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective F Explain the causes	KC-7.3.II.B Although the American Expeditionary Forces played a relatively limited		14 Points		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.5	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective F Explain the causes	KC-7.3.II.C Despite Wilson's deep involvement in postwar negotiations, the U.S.		14 Points		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.6	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.2.I.C Official restrictions on freedom of speech grew during World War I, as		Espionage Act Great Migration		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.6	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.2.II.A.i Immigration from Europe reached its peak in the years before World		Propaganda		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.6	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.2.II.B.i The increased demand for war production and labor during World War		Schenck v. US Sedition Act		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.6	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.2.II.C In the Great Migration during and after World War I, African Americans				<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.7	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 7: Learning Objective H Explain the causes	KC-7.1.I.A New technologies and manufacturing techniques helped focus the U.S.		standard of living		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.7	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 7: Learning Objective H Explain the causes	KC-7.2.I.A New forms of mass media, such as radio and cinema, contributed to		standard of living		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.8	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.1.I.B By 1920, a majority of the U.S. population lived in urban centers, which		19th Amendment		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.8	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 7: Learning Objective G Explain the causes	KC-7.2.II.A.ii After World War I, nativist campaigns against some ethnic groups led		19th Amendment		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.8	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 7: Learning Objective I Explain the causes	KC-7.2.I.B Migration gave rise to new forms of art and literature that expressed		Flappers		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.8	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 7: Learning Objective I Explain the causes	KC-7.2.I.D In the 1920s, cultural and political controversies emerged as Americans		Flappers		<a href="https://drive.google.com">https://drive.google.com</a>
AP United	UNIT 7	TOPIC 7.9	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 7: Learning Objective J Explain the causes of	KC-7.1.I The United States continued its transition from a rural, agricultural	Black Tuesday	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.9	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 7: Learning Objective J Explain the causes of	KC-7.1.I.C Episodes of credit and market instability in the early 20th century, in	Black Tuesday	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.9	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 7: Learning Objective J Explain the causes of	KC-7.1.II During the 1930s, policymakers responded to the mass unemployment	Black Tuesday	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective K Explain how the	KC-7.1.III.A Franklin Roosevelt's New Deal attempted to end the Great Depression	AAA CCC CWA	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective K Explain how the	KC-7.1.III.B Radical, union, and populist movements pushed Roosevelt toward	Emergency Banking Act Fair Labor Standards Act	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective K Explain how the	KC-7.1.III.C Although the New Deal did not end the Depression, it left a legacy of	Adolf Hitler	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 7: Learning Objective K Explain how the	KC-7.2.II.B.ii The increased demand for war production and labor during World	Adolf Hitler	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.11	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective B Explain the	KC-7.3.II.E In the 1930s, while many Americans were concerned about the rise of	Japanese Interment	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.12	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 7: Learning Objective L Explain how and why	KC-7.3.III.B The mass mobilization of American society helped end the Great	Korematsu v. US	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.12	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 7: Learning Objective L Explain how and why	KC-7.3.III.C.i Mobilization provided opportunities for women and minorities to	Pearl Harbor	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.12	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 7: Learning Objective L Explain how and why	KC-7.2.II.D Migration to the United States from Mexico and elsewhere in the		<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.13	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective M Explain the causes	KC-7.3.III.A Americans viewed the war as a fight for the survival of freedom and	Afrika Korps	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.13	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective M Explain the causes	KC-7.3.III.C.ii Military service provided opportunities for women and minorities to	Afrika Korps D-Day	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.13	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective M Explain the causes	KC-7.3.III.D The United States and its allies achieved military victory through Allied	Casablanca Conference	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.14	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 7: Learning Objective N Explain the	KC-7.3.III.E The war-ravaged condition of Asia and Europe, and the dominant U.S.	Unit Vocabulary	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 7: Learning Objective O Compare the relative	KC-7.1 Growth expanded opportunity, while economic instability led to new efforts	Unit Vocabulary	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 7: Learning Objective O Compare the relative	KC-7.2 Innovations in communications and technology contributed to the growth of	Unit Vocabulary	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 7	TOPIC 7.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 7: Learning Objective O Compare the relative	KC-7.3 Participation in a series of global conflicts propelled the United States into	Unit Vocabulary	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 8: Learning Objective A Explain the context	KC-8.1 The United States responded to an uncertain and unstable postwar world	Unit Vocab	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 8: Learning Objective A Explain the context	KC-8.2 New movements for civil rights and liberal efforts to expand the role of	Browder v. Gayle	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 8: Learning Objective A Explain the context	KC-8.3 Postwar economic and demographic changes had far-reaching	Unit Vocab	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective B Explain the	KC-8.1.I United States policymakers engaged in a cold war with the authoritarian	Berlin Airlift	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective B Explain the	KC-8.1.I.A As postwar tensions dissolved the wartime alliance between Western	Berlin Blockade	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective B Explain the	KC-8.1.I.B.i Concerned by expansionist Communist ideology and Soviet	containment iron curtain	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.2	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective B Explain the	KC-8.1.I.C The Cold War fluctuated between periods of direct and indirect military	Korean War	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.3	American and National Identity NAT The development of and debates about democracy,	Unit 8: Learning Objective C Explain the causes	KC-8.1.II.A Americans debated policies and methods designed to expose	HUAC	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.4	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 8: Learning Objective D Explain the causes	KC-8.3.I.A A burgeoning private sector, federal spending, the baby boom, and	Baby boom	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.4	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 8: Learning Objective E Explain the causes	KC-8.3.I.B As higher education opportunities and new technologies rapidly	Baby boom	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.5	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 8: Learning Objective F Explain how mass	KC-8.3.II.A Mass culture became increasingly homogeneous in the postwar years,	Affluent Society	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective G Explain how and why	KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and	Browder v. Gayle	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.6	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective G Explain how and why	KC-8.2.I.B.i The three branches of the federal government used measures	Brown v. Board	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.7	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective H Explain the various	KC-8.1.I.E Cold War competition extended to Latin America, where the United	Banana Wars	<a href="https://drive.google.com">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.7	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective H Explain the various	KC-8.1.II.C.i Americans debated the merits of a large nuclear arsenal and the	Banana Wars	<a href="https://drive.google.com">https://drive.google.com</a>		

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Course	Unit	Topic	Thematic Focus	Learning Objective	Historical Developments	Instructional Time	Vocabulary	Modifications	Topic Lesson Plans
AP United	UNIT 8	TOPIC 8.7	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective H Explain the various	KC-8.1.1.D.i Postwar decolonization and the emergence of powerful nationalist	4-6% Exam Weighting 8 Class Periods	Banana Wars	unit study guide guiding questions graphic organizers note guides video assignments as needed per IEP recordings of live lessons available for 30 days	<a href="https://drive.google.com/file/d/1H0Xunn3eiGZZD452wgqBt5HhR0eS6d1m/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.8	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective I Explain the causes	KC-8.1.1.B.ii Concerned by expansionist Communist ideology and Soviet		Dien Bien Phu		<a href="https://drive.google.com/file/d/1-xfQYBIFFOlse_Sk09s7uIDr7xunq3v1u9d">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.8	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective I Explain the causes	KC-8.1.1.D.ii Postwar decolonization and the emergence of powerful nationalist		Geneva Accords		<a href="https://drive.google.com/file/d/1-xfQYBIFFOlse_Sk09s7uIDr7xunq3v1u9d">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.8	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 8: Learning Objective I Explain the causes	KC-8.1.1.C.ii Americans debated the appropriate power of the executive branch in		Gulf of Tonkin		<a href="https://drive.google.com/file/d/1H0Xunn3eiGZZD452wgqBt5HhR0eS6d1m/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.9	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective J Explain the causes	KC-8.2.II.C Despite an overall alliance in postwar America, advocates raised		Economic Opportunity Act of 1964		<a href="https://drive.google.com/file/d/1H0Xunn3eiGZZD452wgqBt5HhR0eS6d1m/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.9	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective J Explain the causes	KC-8.2.III.A Liberalism, based on anti-communism abroad and a firm belief in the		Elementary and Secondary Education Act of 1965		<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.9	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 8: Learning Objective K Explain the	KC-8.3.1.C Immigrants from around the world sought access to the political, social,		Hart-Celler Act		<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.10	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective L Explain how and why	KC-8.2.1.A During and after World War II, civil rights activists and leaders, most		Malcolm X		<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.10	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective L Explain how and why	KC-8.2.1.C Continuing resistance slowed efforts at desegregation, sparking social		Martin Luther King Jr.		<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective M Explain the various	KC-8.2.1.B.ii The three branches of the federal government used measures		NAACP		<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.10	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective M Explain the various	KC-8.2.III.B.ii A series of Supreme Court decisions expanded civil rights and				<a href="https://drive.google.com/file/d/1e6UESPa3DwJ-huXDhf44Uk6bt5UNo/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.11	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective L Explain how and why	KC-8.2.II.B Latino, American Indian, and Asian American movements continued to		American Indian Movement		<a href="https://drive.google.com/file/d/1LettY9SmxJ9C-BeXp5iX8VqDq_A70wP">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.11	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective L Explain how and why	KC-8.2.II.A Feminist and LGBTQ+ activists mobilized behind claims for legal,		Betty Freidan		<a href="https://drive.google.com/file/d/1LettY9SmxJ9C-BeXp5iX8VqDq_A70wP">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.11	Social Structures SOC Social categories, roles, and practices are created, maintained,	Unit 8: Learning Objective L Explain how and why	KC-8.2.II.B.i Feminists who participated in the counterculture of the 1960s rejected		Caesar Chavez		<a href="https://drive.google.com/file/d/1LettY9SmxJ9C-BeXp5iX8VqDq_A70wP">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.12	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 8: Learning Objective N Explain how and why	KC-8.1.1.I.B Although anti-communist foreign policy faced little domestic opposition		Engel v. Vital		<a href="https://drive.google.com/file/d/1McJI9B3cC2Ds-HMvCITzSredPRODaV">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.12	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 8: Learning Objective N Explain how and why	KC-8.2.III.D Some groups on the left also rejected liberal policies, arguing that		Gideon v. Wainwright		<a href="https://drive.google.com/file/d/1McJI9B3cC2Ds-HMvCITzSredPRODaV">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.12	American and Regional Culture ARC Creative expression, demographic change, philosophy,	Unit 8: Learning Objective N Explain how and why	KC-8.3.II.B.ii Young people who participated in the counterculture of the 1960s		Hippies		<a href="https://drive.google.com/file/d/1McJI9B3cC2Ds-HMvCITzSredPRODaV">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.13	Geography and the Environment GEO Geographic and environmental factors, including	Unit 8: Learning Objective O Explain how and why	KC-8.1.II.D Ideological, military, and economic concerns shaped U.S. involvement		Clean Air Act		<a href="https://drive.google.com/file/d/1PGGpWTucFZV">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.13	Geography and the Environment GEO Geographic and environmental factors, including	Unit 8: Learning Objective O Explain how and why	KC-8.2.II.D Environmental problems and accidents led to a growing environmental		EPA - Environmental Protection		<a href="https://drive.google.com/file/d/1PGGpWTucFZV">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.14	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective J Explain the causes	KC-8.2.III.C In the 1960s, conservatives challenged liberal laws and court		Gerald Ford		<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.14	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective J Explain the causes	KC-8.2.III.E Public confidence and trust in government's ability to solve social and		Iranian Hostage Crisis		<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.14	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 8: Learning Objective J Explain the causes	KC-8.2.III.F The 1970s saw growing clashes between conservatives and liberals		Jimmy Carter		<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 8: Learning Objective Q Explain the extent to	KC-8.3.II.C The rapid and substantial growth of evangelical Christian churches and		"Malaise" Speech		<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 8: Learning Objective Q Explain the extent to	KC-8.1 The United States responded to an uncertain and unstable postwar world		Pentagon Papers		<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>
AP United	UNIT 8	TOPIC 8.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 8: Learning Objective Q Explain the extent to	KC-8.2 New movements for civil rights and liberal efforts to expand the role of	Unit Vocab	<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 8	TOPIC 8.15	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 8: Learning Objective Q Explain the extent to	KC-8.3 Postwar economic and demographic changes had far-reaching	Unit Vocab	<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 9: Learning Objective A Explain the context	KC-9.1 A newly ascendant conservative movement achieved several political and	Barrack Obama	<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 9: Learning Objective A Explain the context	KC-9.2 Moving into the 21st century, the nation experienced significant	Challenger	<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.1	Spend a class period helping students understand some contexts for this unit. Considering this	Unit 9: Learning Objective A Explain the context	KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the	Unit Vocab	<a href="https://drive.google.com/file/d/1bthv3pDw93ow4TZx8Jp9CmqWrvHbN5/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 9: Learning Objective B Explain the causes	KC-9.1.1.A Ronald Reagan's victory in the presidential election of 1980 represented	2000 Election	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 9: Learning Objective B Explain the causes	KC-9.1.1.B Conservatives argued that liberal programs were counterproductive in	First Gulf War	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 9: Learning Objective B Explain the causes	KC-9.1.1.C Policy debates continued over free-trade agreements, the scope of the	George H.W. Bush	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 9: Learning Objective B Explain the causes	KC-9.1.1 Conservative beliefs regarding the need for traditional social values and a	George W. Bush	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.2	Politics and Power PCE Debates fostered by social and political groups about the role of	Unit 9: Learning Objective B Explain the causes	KC-9.2.II.C Intense political and cultural debates continued over issues such as	Iran Contra Scandal	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective C Explain the causes	KC-9.3.1.A Reagan asserted U.S. opposition to communism through speeches,	Invasion of Panama	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective C Explain the causes	KC-9.3.1.B Increased U.S. military spending, Reagan's diplomatic initiatives, and	detente	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.3	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective C Explain the causes	KC-9.3.1.C The end of the Cold War led to new diplomatic relationships but also	detente	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.4 A	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 9: Learning Objective D Explain the causes	KC-9.2.1.A Economic productivity increased as improvements in digital	detente	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.4 A	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 9: Learning Objective D Explain the causes	KC-9.2.1.B Technological innovations in computing, digital mobile technology, and	Bill Gates	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.4 A	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 9: Learning Objective D Explain the causes	KC-9.2.1.C Employment increased in service sectors and decreased in	Steve Jobs	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.4 A	Work, Exchange, and Technology WXT The interplay between markets, private enterprise,	Unit 9: Learning Objective D Explain the causes	KC-9.2.1.D Real wages stagnated for the working and middle class amid growing		<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.5	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 9: Learning Objective E Explain the causes	KC-9.2.II.A After 1980, the political, economic, and cultural influence of the	DREAM Act	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.5	Migration and Settlement MIG Push and pull factors shape immigration to and migration within	Unit 9: Learning Objective E Explain the causes	KC-9.2.II.B International migration from Latin America and Asia increased	DREAM Act	<a href="https://drive.google.com/file/d/1TeRZTa-3DZtpJbe0tqQbBj9byR-Muy5KT/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.6	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective F Explain the causes	KC-9.3.II.A In the wake of attacks on the World Trade Center and the Pentagon in	9/11	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.6	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective F Explain the causes	KC-9.3.II.B The war on terrorism sought to improve security within the United	Al Qaeda	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.6	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective F Explain the causes	KC-9.3.II.C Conflicts in the Middle East and concerns about climate change led to	Osama Bin Laden	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.6	America in the World WOR Diplomatic, economic, cultural, and military interactions between	Unit 9: Learning Objective F Explain the causes	KC-9.3.II.D Despite economic and foreign policy challenges, the United States	Taliban	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.7	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 9: Learning Objective G Explain the relative	KC-9.1 A newly ascendant conservative movement achieved several political and	War of Terror	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.7	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 9: Learning Objective G Explain the relative	KC-9.2 Moving into the 21st century, the nation experienced significant	Unit Vocab	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		
AP United	UNIT 9	TOPIC 9.7	The final topic in this unit focuses on the skill of argumentation and so provides an opportunity	Unit 9: Learning Objective G Explain the relative	KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the	Unit Vocab	<a href="https://drive.google.com/file/d/1qV7_og6uSV9A-Zunrgs2N0_WU4vip10cS/view?usp=sharing">https://drive.google.com</a>		



2024 -2029 Charter Renewal Application

22-23 SY Academic Calendar

# Academic Calendar - 2022-2023 School Year

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New Students 185 Instructional Days

Returning Students 180 Instructional Days

Important Dates

Testing Windows

Holidays

Half Days

Board Meetings

Semester Start/End Dates

Appreciation/Celebrations



2024 -2029 Charter Renewal Application

23-24 SY Academic Calendar



# Academic Calendar - 2023-2024 School Year

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-21 ESY (Monday-Thursday)  
4 Independence Day - School Closed

JANUARY 2024 (20)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-2 Winter Break - School Closed  
3-17 Keystone Testing Window  
15 MLK Day - School Closed  
21-27 National School Choice Week  
26 Semester 1/Q2 Ends  
29 Semester 2/Q3 Begins

AUGUST 2023 (4)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 First Day of School - New Students  
21 Board Meeting @ 6:30 pm  
28 First Day of School - Returning Students  
28 Semester 1/Q1 Begins

FEBRUARY 2024 (20)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

5-9 School Counselor Appreciation Week  
6 100<sup>th</sup> day of school  
12 Semester 1 Grade Reports Available  
19 Presidents' Day - School Closed  
26 Board Meeting @ 6:30 pm

SEPTEMBER 2023 (20)						
S	M	T	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Half Day - Lunch Dismissal  
4 Labor Day - School Closed  
7 #PAVirtualProud Spirit Day  
11 Moment of Silence at 8:46 am  
17 Constitution Day

MARCH 2024 (16)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Employee Appreciation Day  
11-15 #PAVirtualProud Spirit Week  
11-22 PASA Testing Window  
25-29 Spring Break - School Closed

OCTOBER 2023 (21)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Columbus Day - Students Off  
21 Board Retreat/Meeting @ 1:30 pm

April 2024 (21)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Spring Break - School Closed  
1-5 Assistant Principal Appreciation Wk.  
2-30 PASA Testing Window  
12 Q3 Ends  
15 Q4 Begins  
24 Admin Professionals Day  
22-30 PSSA Testing Window  
27 Board Retreat/Meeting @ 1:30 pm

NOVEMBER 2023 (18)						
S	M	T	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
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26	27	28	29	30		

3 Q1 Ends  
6 Q2 Begins  
6-10 School Psychologist Appreciation Week  
10 Veterans Day (Observed) - School Closed  
13-17 PA Virtual Family Appreciation Wk.  
22 Half Day - Lunch Dismissal  
23-27 Thanksgiving Break - School Closed

MAY 2024 (22)						
S	M	T	W	Th	F	S
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26	27	28	29	30	31	

1 School Principal Appreciation Day  
1-3 PASA Testing Window  
1-10 PSSA Testing Window  
6-10 Teacher Appreciation Week  
6-10 School Nurse Appreciation Week  
13-24 Keystone Testing Window  
24 Half Day - Lunch Dismissal  
27 Memorial Day - School Closed

DECEMBER 2023 (13)						
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31						

4-15 Keystone Testing Window  
11 Board Meeting @ 6:30 pm  
20-29 Winter Break - School Closed

JUNE 2024 (5)						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Last Day for Students  
7 Semester 2/Q4 Ends - Final Grade Reports Available  
7 Class of 2024 Graduation Ceremony (TBD, 2:30pm)  
7 Prom (TBD)  
17 Board/Budget Mtg @ 6:30 pm  
19 Juneteenth - School Closed  
24-31 ESY (Monday-Thursday)

New Students 185 Instructional Days        Important Dates        Holidays    / Half Days        Semester Start/End Dates  
 Returning Students 180 Instructional Days        Testing Windows        Board Meetings        Appreciation/Celebrations