

ATTACHMENTS

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Delaware Science Coalition
Memorandum of Understanding
2010-11

We agree to join the Delaware Science Coalition partnership in professional development programs offered for the purpose of improving the K-12 science teaching in Delaware to assist the students in becoming scientifically literate. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. ***No fees will be collected until application is approved and school is in operation.*** Once this occurs, a fee schedule that is approved by the coalition for the school year in operation will be enforced for professional development, materials acquisitions, distribution, collection and refurbishment of science kits and any other associated costs are supported by these funding sources.

Signed:

**Marian Wolak, Director
Curriculum, Instruction & Professional
Development**

Date

**Linda Rogers, Associate Secretary
Teaching & Learning**

Date

**Karen Field Rogers, Associate Secretary
Financial Reform & Resource Management**

Date

**Lillian Lowery, Secretary
Delaware Department of Education**

Date



**Dawna Thornton, Administrator
Maurice J. Moyer Academy**

12/21/2010
Date

**MEMO OF UNDERSTANDING
THE DELAWARE SCIENCE COALITION**

**(Revised June 17, 2009)
(Amended September 3, 2009 & December 16, 2010)**

Background

This memo of understanding defines the roles and responsibilities of each stakeholder in the Delaware Science Coalition. This Coalition is a partnership with the purpose to improve the K-12 science teaching, learning, professional development, and science education in all Delaware public schools and to help all Delaware public school students meet or exceed the Delaware Science Standards.

The partnership includes the Delaware Department of Education (DDOE), public school districts, and charter schools. Advisors to the Coalition include representatives of the Delaware business community, The Delaware Foundation for Science and Mathematics Education (DFSME), higher education, and community-related science organizations. The partnership is open to all public school districts and charter schools.

The Coalition exists to support the highest quality science instruction for the grades K through 12 students in Delaware. This includes high quality sustained professional development, curriculum and supplies, assessment materials, and assistance to districts and schools.

PURPOSE of the DELAWARE SCIENCE COALITION

The purpose of the Delaware Science Coalition is to improve the instruction and learning of science for each student in the state to enable students to perform to world class standards.

MISSION of the DELAWARE SCIENCE COALITION

Build and maintain capacity at the district and school level to ensure that all students in grades K-12 meet and exceed the Delaware Science Standards as part of becoming successful, productive citizens is the mission of the Delaware Science Coalition.

Goals

- Professional Development for all Teachers – Support and sustain a system that provides all K-12 teachers of science with on-going exemplary professional development opportunities in order for teachers to acquire the skills, strategies, and knowledge needed to implement the Delaware Science Standards.
- Sustain Science Reform – Maintain a network of teachers who will lead and sustain science reform efforts at the school, district, and state level.

- **Organizational Culture** – Continue to support the organizational culture that embeds science as an integral part of the K-12 statewide recommended curriculum.
- **Policy Alignment** – Build and sustain a process to ensure that school, district, and state policies are supportive of excellence and equity and support the Delaware Science Standards.
- **Stakeholders** – Focus and coordinate the activities of community stakeholders to support systemic reform of science as articulated in the Delaware Science Standards.

GOVERNANCE OF THE COALITION

The Coalition will be directed by a Steering Committee made up of the DDOE Education Associate for K-12 Science, the DDOE Director of Curriculum, Instruction & Professional Development, one representative from each school district, representation from the Charter Schools, representation from the business community, representation from higher education, and representation from science agencies.

The purpose of the Steering Committee is to:

- Establish and approve operating policies and practices for the Coalition that promotes the goals of science reform.
- Set and approve the annual budget for the Coalition and monitor expenditures.
- Take a leadership role in developing and overseeing a strategic plan for K-12 science education in Delaware.
- Promote partnerships among the K-12 system, higher education and the business community.

Committee Operations:

The Steering Committee will:

- Be led by two co-chairs from district or charter representatives
- Will meet at least once each quarter
- Will set the agenda for each meeting
- Will form sub-committees as needed
- Will be advised by a Steering Leadership group consisting of the two co-chairs, the DDOE Education Associate for K-12 Science, the DDOE Director of Curriculum, Instruction & Professional Development, the Foundation for Science and Mathematics Education, and one corporate representative.

DELAWARE DEPARTMENT OF EDUCATION

The Delaware Department of Education endorses the Delaware Science Coalition as an approach to helping students meet the Delaware Science Standards through the support of a coordinated, comprehensive, coherent approach to professional development for teachers. DDOE will work with the Coalition to support standards-based K-12 science programs as follows:

- Ensure funds for maintaining and operating the Delaware Science Coalition, K-12.
- Provide coherent and viable curricular units consistent with standards and appropriate pedagogy aimed at improving student science knowledge and understanding.
- Provide diagnostic assessment for learning.
- Organize and ensure the quality of the professional development program aligned with the curricular units through the leadership of the Education Associate for K-12 Science in order to powerfully prepare teachers to bring about student achievement.
- Continue to operate the Science Resource Center to supply and refurbish the science materials as required by the curriculum and assessments implemented as part of the program through the leadership of the Warehouse Manager.
- Engage the science teaching community through professional learning communities at the district and school level.
- Act as fiscal agent for the Coalition through leadership of the Department of Education.
- Be advised by the Steering Leadership, Steering Committee, and Department of Education leadership.

Delaware Science Coalition
Memorandum of Understanding
2010-11

SCHOOL DISTRICTS PARTICIPATING IN THE DELAWARE SCIENCE COALITION

The Delaware school districts and charter schools participating in the Science Coalition support the implementation of the comprehensive, inquiry-based K-12 science curriculum in our schools. The goal is to bring about systemic change in the teaching and learning of science in Delaware classrooms.

As members of the Coalition, the school districts and charter schools agree to:

- Use the Coalition units as the core district/charter curriculum at grades K-12.
- Use the Coalition assessments as a means of assessing the level of student understanding of core concepts and determining instructional needs.
- Support professional development associated with the use of the curriculum units to each teacher with the goal of providing professional development on all grade-level units within an agreed-upon time frame.
- Support an individual whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment and materials support.
- Provide work space for the instructional coach (science specialist) and opportunities to provide coaching.

Member district agree to support the district instructional science coach. District instructional science coaches agree to the following:

- Directly work with teachers, as needed, to improve inquiry-based teaching and thereby learning. This includes lesson planning, implementation, assessment, and reflection. Co-teaching, observation, modeling, or other effective strategies to accomplish this goal are at the discretion of the coach.
- Engage the district science community in professional dialogue about instructional practices including current research and practices consistent with instructional improvement and student achievement.
- Attend Coalition meetings and curricular unit trainings (as needed).
- Provide data to the Coalition to assess the effectiveness of the program.
- Ensure that building level administration is informed as to the Coalition priorities, guidelines, and initiatives.
- Use technology to communicate in a manner best suited to the goals above. This may include e-mail, telephone conversations, webinars, electronic bulletin boards, blogs, or other methods.

Delaware

The First State


I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "THE NEW MAURICE J. MOYER ACADEMY, INC.", FILED IN THIS OFFICE ON THE TWENTY-FIRST DAY OF DECEMBER, A.D. 2010, AT 3:52 O'CLOCK P.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE NEW CASTLE COUNTY RECORDER OF DEEDS.

4916998 8100

101218469




Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 8446555

DATE: 12-21-2010

STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION

• **First:** The name of the Corporation is _____

The New Maurice J. Moyer Academy, Inc.

• **Second:** Its Registered Office in the State of Delaware is to be located at
Suite 600, One Commerce Center, New Castle County
1201 Orange Street (street), in the City of Wilmington
County of New Castle Zip Code 19801. The name of the registered agent
is Agents and Corporation, Inc.

• **Third:** The purpose of the corporation is to engage in any lawful act of activity for which
corporations may be organized under the General Corporation Law of Delaware. (If the
corporation is to be a nonprofit corporation, please add: "This Corporation shall be a nonprofit
corporation.")

This Corporation shall be a nonprofit
corporation.

• **Fourth:** The corporation shall not have any capital stock.

• **Fifth:** The conditions of membership are

Must be a United States Citizen and Resident of Delaware

• **Sixth:** The name and mailing address of the incorporator are as follows:

Name Gloria Grantham, Ph.D.
Mailing Address 610 East 17th Street
Wilmington, Delaware Zip Code 19802

• **I, The Undersigned,** for the purpose of forming a corporation under the laws of the State of
Delaware, do make, file and record this Certificate, and do certify that the facts herein stated
are true, and I have accordingly hereunto set my hand this 21st day of
Dec. _____, A.D. 2010.

BY: Gloria Grantham, Ph.D.
(Incorporator)

NAME: Gloria Grantham, Ph.D.
(type or print)

BYLAWS
OF
THE NEW MAURICE J. MOYER ACADEMY, INC.
Adopted as of December 22, 2010

ARTICLE I – MISSION

The New Maurice J. Moyer Academy, Inc. mission is to provide opportunities for students to achieve the highest academic and personal goals. The mission underscores the importance of its research-based curriculum, which offers traditional classroom instruction, K12 world class technologies, and data-driven instruction with recognizing and meeting the unique, learning differences of each student.

ARTICLE II – POWERS AND FUNCTIONS OF DIRECTORS

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of this corporation (the “Corporation” or “School”). The business of The New Maurice J. Moyer Academy, Inc. is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

Without limiting the foregoing, the Board shall conduct the business of the Corporation including:

- i) Adopting the bylaws of the Corporation;
- ii) Determining the general policies and strategic planning of the Corporation;
- iii) Establishing the annual budget and approving major expenditures;
- iv) Approving projects and approving the overall budget of said projects;
- v) Approving the administrative budget of the Corporation;

- vi) Approving the annual reports of the Corporation;
- vii) Approving the annual financial statements of the Corporation; and
- viii) Approval officers and filling vacancies in said offices as may occur from time to time during the year.

ARTICLE III – MEETING OF THE BOARD

Section 1: Compliance with the provisions of the Freedom of Information Act

The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. Code 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notice.

Section 2: Quorum

A quorum for the transaction of business at any meeting of the Board shall consist of one-half, plus one, of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3: Participation by Conference Telephone

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 4: Reliance

A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE IV – BOARD OF DIRECTORS

Section 1: Number

The Board shall consist of up to eleven (11) members.

Section 2: Advisory Board

The Advisory Board shall provide leadership, direction and guidance in connection with the charterization process in accordance with the laws of the State of Delaware. Upon the completion of the charterization process, and the school having been duly granted a charter under the laws of the State of Delaware, shall become the Board of Directors to operate the Charter School.

The President shall convene the committee of the whole (see definition of “the committee of the whole” in ARTICLE V – COMMITTEES OF THE BOARD) who shall establish its rules and procedures for nominating at least one (1) but no more than three (3) parents for full consideration by the Board of Directors. And, the parent(s) shall be approved by a majority vote.

After the school has begun operations as a new charter, the president shall convene the committee of the whole. That committee shall nominate no more than two (2) faculty member FROM OTHER SCHOOLS for full consideration. The faculty director shall be approved by a majority vote.

Section 3: Terms

The parent's term shall be for one (1) year. The term shall expire on June 30th of each year.

The faculty member's term shall be for one (1) year. The term shall expire on June 30th of each year.

The remaining Director's terms shall be for three (3) years each, and divided into two (2) categories as follows:

1. Category "A" Directors, Consisting of up to four (4) Directors, shall serve an initial term of two (2) years, and thereafter full three year terms.
2. Category "B" Directors, Consisting of up to five (5) Directors, shall serve an initial three (3) year term.

The Advisory Board shall remain in place until June 30th after the conclusion of the School's first full academic year. Thereafter, Board of Director elections shall occur in accordance with the rules and procedures set forth above.

Section 4: Voting Rights

Each Advisory Director or Board of Director shall have one vote. The Board of Directors may, from time to time, appoint non-voting members of the Board.

Section 5: Liability

No director shall be personally liable for debts, liabilities or obligations of Corporation.

Section 6: Vacancies

The directors may, in their discretion fill any vacancy by an affirmative vote of $\frac{3}{4}$ of the directors then serving.

Section 7: Removal

A director may be removed from the Board, with or without cause, by an affirmative vote of $\frac{3}{4}$ of all directors.

Section 8: Compensation

Directors shall serve without compensations.

Section 9: Resignations

Any Director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the President or the Secretary. Any such resignation shall take effect on the date of the receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE V – COMMITTEES OF THE BOARD

The Board will serve as the committee of the whole.

Section 1: Establishment

The President may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. Furthermore, the President with the Board's advice and consent can change the appointees to the Committee. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 2: Actions

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall

constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3: Action Without Formal Meeting

Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4: Procedures

The committee of the whole may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law.

ARTICLE VI – ADVISORY BOARD

At the discretion of the Board of Directors there MAY be an Advisory Board, consisting of no more than eleven (11) individuals. This Advisory Board, if elected by the Board of Directors, shall meet from time to time and provide advice to the Board of Directors in connection with any and all matters relating to the Charter. This Advisory Board, if elected by the Board of Directors, shall be knowledgeable of the school’s mission and efforts, and accordingly shall be ambassadors for the school throughout the community.

ARTICLE VII – OFFICERS

Section 1: Officers

The officers of the Corporation shall consist of the President, a Vice President, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of

the board may serve as the President, Vice President, Treasurer and Secretary. No person may hold more than one office.

Section 2: Approval and Term

The officers of the Corporation shall be approved by, and serve at the pleasure of, the Board of Directors for terms to expire at the first meeting of the directors following the next annual meeting of the Members, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is approved and qualified in accordance with these bylaws.

Section 3: Vacancies

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board of Directors.

Section 4: President

The President shall preside at all meetings of the Board of Directors and all meetings of the Members of the Corporation. The President shall serve at the principal executive officer of the Corporation. The President shall see that all orders and resolutions of the Board of Directors and the Executive Committee or other committees of the Board of Directors are carried into effect. The President shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5: Vice President

The Vice President shall have such powers and duties as may be prescribed from time to time by the President or the Board of Directors. In the absence or disability of the President, the Vice President shall perform all the duties of the President.

Section 6: Secretary

The Secretary shall keep or cause to be kept a record of the proceedings of the Board of Directors, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board of Directors.

Section 7: Treasurer

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board of Directors as to the financial condition and results of the operation of the Corporation, and shall have such other power and duties as may be prescribed from time to time by the President of the Board of Directors.

ARTICLES VIII – EXECUTION OF INSTRUMENTS

Section 1. Checks, Drafts and Orders for Payment of Money

All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Treasurer, the Secretary or such individuals as designated by the Board of Directors.

Section 2. Contracts

All contracts, conveyances or other instruments which have been authorized by the Board of Directors shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE IX – INDEMNIFICATION

Section 1. Right to Indemnification

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a “proceeding”) by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys’ fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of Directors of the Corporation.

Section 2. Prepayment of Expenses

The Corporation shall pay the expenses (including attorneys’ fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims

If a claim for indemnification or payment or expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expenses of prosecuting such claim. In any such action the Corporation shall have the burden of providing that the claimant was

not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusively of Rights

The rights conferred on any person by this Article IX shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 5. Other Indemnification

The Corporation's obligations, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6. Liability Insurance

The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer employee or agent of another corporation, partnership, joint venture, trust or enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article IX.

Section 7. Amendment or Repeal

Any repeal or modification of the foregoing provisions of this Article IX shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE X – CONFLICTS OF INTEREST POLICY

Section 1. Purpose

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure

In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential of creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a director or officer otherwise has a material relationship, each director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 3. Board Approval

No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XI – CORPORATE SEAL

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE XII – AMENDMENTS OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of majority of all of the members of the Board of Directors of the Corporation then serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

ARTICLE XIII – GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XIV – FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July of each year.

ACADEMIC SUCCESS PLAN (ASP)

STUDENT NAME		STUDENT ID#	GRADE:		SCHOOL YEAR:
HOMEROOM TEACHER			REGULAR ED Yes or No		SPECIAL ED Yes or No
DSTP Results	Reading	Math	DCAS Results	Reading	Math
SUBJECT AREAS INCLUDED IN ACADEMIC SUCCESS PLAN					
READING	SCANTRON RESULTS		SEPTEMBER 2012		
MATHEMATICS	SCANTRON RESULTS		SEPTEMBER 2012		

Instructional / Support Services Currently Provided	Reading	Math
Study Skills Pull -Out		
After-School Tutorial Program		
Differentiated Instruction		
Behavior Management		
Other (Specify):		

Academic Strengths	Academic Areas of Improvement	
Social Strengths	Social Areas of Improvement	
Graduation Status (High School Only)	Credits Required	Credits Earned
Math	4.0	
English	4.0	
Social Studies / History	3.0	
Science	3.0	
World Language	2.0	
Physical Education	1.0	
Health	0.5	
Career Pathways	3.0	

Career Path	
Career Objectives	
Career Inventory (Middle School Only)	

Reading Goals and Objectives	Math Goals and Objectives
Student Will:	Student Will:
Teacher Will:	Teacher Will:
Parent Will:	Parent Will:
When and how will progress be measured:	When and how will progress be measured:
Date Accomplished	Date Accomplished

Date of Parent Conference #1	Additional Parent Conferences
Date of Parent Conference #2	

Student Signature X _____	Date
Parent Signature X _____	Date
Homeroom Teacher Signature X _____	Date



High School Course Catalog 2010-2011 School Year

High School: Multiple Levels for Diverse Learners

K¹² provides over 130 high school courses designed to help students find their own path and follow it to post-high school success—whether that’s in college or the workforce. We offer math, English, science, and history courses in multiple levels—core, comprehensive, honors, and Advanced Placement (AP), plus remediation, and credit recovery—to meet the needs of diverse learners. Students can also take up to four years of a world language including college level AP languages, and choose from a variety of electives, including Anthropology, Entrepreneurship, and Green Design & Technology.

Unlike other programs, where a student must be in a particular “academic path” or “track”, the K¹² program allows students to chart their own course, choosing from among the multiple levels of courses to match their aptitude and goals. So, if a student excels in math and science, they may take all honors or AP courses in those subjects, while choosing from among the core and comprehensive English and history courses. These multiple levels prevent students from being “locked in” to one level of a particular subject, and account for natural progress and growth.

Multiple Levels of Core Subjects, Plus Extra Help

With K¹², students can choose from up to six levels of math, English, science, and history courses:

- **In K¹² core courses**, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **In K¹² comprehensive courses**, students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.
- **K¹² honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- **K¹² AP courses** are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation’s colleges and universities.

K¹² now provides two levels of courses for struggling students and students who have not successfully completed courses required for graduation:

- **K¹² remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students’ current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K¹² credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students’ understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

The New Maurice J. Moyer Academy K¹² 2010-2011 High School Course List

ATTACHMENT 5

* This is a one-semester course.

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
ENGLISH							
English Foundations I					●		
English Foundations II					●		
Literary Analysis and Composition I	●	●	●			●	
Literary Analysis and Composition II	●	●	●			●	
American Literature	●	●	●			●	
British and World Literature	●	●	●				
AP English Language and Composition				●			
AP English Literature and Composition				●			
Journalism* (N)							●
MATH							
Math Foundations I					●		
Math Foundations II					●		
Business and Consumer Math*	●						
Pre-Algebra	●	●				●	
Algebra I	●	●	●			●	
Geometry	●	●	●			●	
Algebra II	●	●	●			●	
Pre-Calculus/Trigonometry		●					
AP Calculus AB				●			
AP Statistics				●			
Personal Finance*							●
SCIENCE							
Physical Science	●					●	
Earth Science	●	●	●				
Biology	●	●	●			●	
Chemistry	●	●	●			●	
Physics		●	●				
AP Biology				●			
AP Chemistry				●			
AP Physics B				●			
Environmental Science* (N)							●
Life Science: Oceanography*							●
HISTORY and SOCIAL SCIENCES							
World History	●	●					
Modern World Studies	●	●	●			●	
Geography and World Cultures*	●	●					
U.S. History	●	●	●			●	
Modern U.S. History	●	●	●			●	
U.S. Government and Politics*	●	●					
U.S. and Global Economics*	●	●					
AP U.S. History				●			
AP U.S. Government and Politics*				●			
AP Macroeconomics*				●			
AP Microeconomics*				●			
AP Psychology*				●			
AP European History (N)				●			
Anthropology*							●
Psychology*							●
Macroeconomics*							●
ORIENTATION							
Online Learning							
Finding Your Path Series I-IV							

	Core	Comprehensive	Honors	AP	Remediation	Credit Recovery	Elective
WORLD LANGUAGE							
Spanish I		●					
Spanish II		●					
Spanish III		●					
AP Spanish Language				●			
French I		●					
French II		●					
French III		●					
AP French Language				●			
German I		●					
German II		●					
Latin I		●					
Latin II		●					
Chinese I		●					
Chinese II		●					
ELECTIVES							
Fine Art							●
Music Appreciation							●
Business Communication/Career Exploration*							●
Business and Personal Relationships*							●
Personal Finance*							●
Introduction to Entrepreneurship I*							●
Introduction to Entrepreneurship II* (N)							●
Introduction to Marketing I* (N)							●
Introduction to Marketing II* (available winter 2011)							●
Journalism* (N)							●
Anthropology*							●
Psychology*							●
Macroeconomics*							●
Service Learning* (N)							●
Environmental Science* (N)							●
Life Science: Oceanography*							●
Skills for Health*							●
Physical Education*							●
Reaching Your Academic Potential*							●
Achieving Your Career and College Goals*							●
TECHNOLOGY and COMPUTER SCIENCE							
Computer Literacy I*							●
Computer Literacy II*							●
Digital Photography and Graphics*							●
Web Design*							●
Digital Video Production*							●
C++ Programming*							●
Game Design I*							●
Game Design II*							●
Online Game Design*							●
Flash Animation*							●
3D Art I - Modeling*							●
3D Art II - Animation*							●
Computer-Aided Design (CAD)*							●
Audio Engineering* (N)							●
Green Design and Technology* (N)							●
Digital Arts I* (N)							●
Digital Arts II* (available winter 2011)							●

they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

ENG001: English Foundations I (Remediation)

This course helps to bring students up to grade level—guiding them through the reading, writing, and basic academic skills needed for success in high school. It supports literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills.

Course length: Two semesters

Materials: None

Prerequisites: None

ENG011: English Foundations II (Remediation)

This course brings students up to grade level—guiding them through the reading, writing, and basic academic skills needed for success in high school. It offers skill building and strategy development in reading and writing. Semester 1 is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester 2 is a writing program that builds confidence in composition fundamentals by focusing on composing, grammar, style, and media literacy. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice.

Course length: Two semesters

Materials: None

Prerequisites: None

ENG102: Literary Analysis and Composition I (Core)

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

Literature: Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as

Language Skills: Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres, such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

Prerequisites: Middle school English/language arts

Note: This course is only for students who are new to the K¹² curriculum. Students who have taken K¹² Intermediate English A or B, or K¹² middle school Literary Analysis and Composition courses, should not enroll in this course.

ENG103: Literary Analysis and Composition I (Comprehensive)

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online



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activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course length: Two semesters

Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass; *Anne Frank: Diary of a Young Girl*, by Anne Frank; *Romeo and Juliet*, by William Shakespeare

Prerequisites: K¹² Intermediate English A and B, or equivalent

Note: Students who have already succeeded in K¹² middle school Literary Analysis and Composition should not enroll in this course.

ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

Course length: Two semesters

Materials: *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass,*

ATTACHMENT 5

An American Slave, by Frederick Douglass; *Anne Frank: Diary of a Young Girl*, by Anne Frank; *Romeo and Juliet*, by William Shakespeare

Prerequisites: Success in K¹² Intermediate English A and B, or equivalent, and teacher/school counselor recommendation

Note: Students who have already succeeded in K¹² middle school Literary Analysis and Composition should not enroll in this course.

ENG106: Literary Analysis and Composition I (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans. In the course, students read a variety of literary works to sharpen reading comprehension and literary analysis skills. They review composition skills and expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

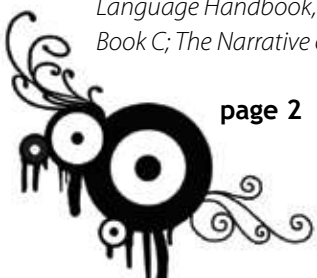
Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

ENG202: Literary Analysis and Composition II (Core)

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and



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prefixes, context clues, and other strategies help students strengthen their vocabularies.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker*, by William Gibson

Prerequisites: ENG102: Literary Analysis and Composition I, or equivalent

Note: Students who have taken K¹² Intermediate English A or B or K¹² middle school Literary Analysis and Composition courses should not enroll in this course.

ENG203: Literary Analysis and Composition II (Comprehensive)

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course length: Two semesters

Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth*, by William Shakespeare

Prerequisites: ENG103: Literary Analysis and Composition I, or equivalent

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ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

Language Skills: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

Course length: Two semesters

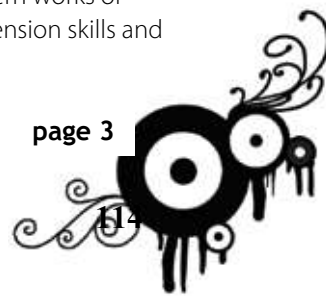
Materials: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course*

Prerequisites: Success in ENG104: Honors Literary Analysis and Composition I, or equivalent, and teacher/school counselor recommendation

ENG206: Literary Analysis and Composition II (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

In this course, students read classic and modern works of literature, sharpening their reading comprehension skills and



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analyzing important human issues. They review effective strategies for oral and written expression, grammar, usage, and mechanics. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies that help students strengthen their vocabularies.

Course length: Two semesters

Materials: *Explorations: An Anthology of Literature, Volume B; The Miracle Worker*, by William Gibson

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

ENG302: American Literature (Core)

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Literature: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

Language Skills: Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

Course length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town*, by Thornton Wilder; *To Kill a Mockingbird*, by Harper Lee

Prerequisites: ENG202: Literary Analysis and Composition II, or equivalent

ENG303: American Literature (Comprehensive)

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

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Course length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby*, by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea*, by Ernest Hemingway; *The House on Mango Street*, by Sandra Cisneros; *A Lesson Before Dying*, by Ernest Gaines; *The Red Badge of Courage*, by Stephen Crane

Prerequisites: ENG203: Literary Analysis and Composition II, or equivalent

ENG304: Honors American Literature

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

Course length: Two semesters

Materials: *Journeys in Literature: American Traditions, Volume C; The Great Gatsby*, by F. Scott Fitzgerald; *The Glass Menagerie*, by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea*, by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying*, by Ernest Gaines; *The Red Badge of Courage*, by Stephen Crane; and two selections of their choice from the following: *Billy Budd*, by Herman Melville; *A Connecticut Yankee in King Arthur's Court*, by Mark Twain; *Catcher in the Rye*, by J.D. Salinger; *Song of Solomon*, by Toni Morrison

Prerequisites: Success in ENG204: Honors Literary Analysis and Composition II, or equivalent, and teacher/school counselor recommendation

ENG306: American Literature (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature. They review effective strategies for written expression. They develop vocabulary skills and refresh their



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knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course length: Two semesters

Materials: *Explorations: An Anthology of American Literature, Volume C; Our Town*, by Thornton Wilder; *To Kill a Mockingbird*, by Harper Lee

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

ENG402: British and World Literature (Core)

This course engages students in selections from British and World literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters

Materials: *Explorations: An Anthology of British and World Literature*

Prerequisites: ENG302: American Literature

ENG403: British and World Literature (Comprehensive)

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters

Materials: *Journeys in Literature: British and World Classics; Hamlet*

Prerequisites: ENG303: American Literature, or equivalent

ENG404: Honors British and World Literature

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students

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also practice test-taking skills for standardized assessments in critical reading and writing.

Course length: Two semesters

Materials: *Journeys in Literature: British and World Classics; Hamlet*

Prerequisites: ENG304: American Literature, or equivalent, and teacher/school counselor recommendation

ENG500: AP® English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP® exam and for further study in communications, creative writing, journalism, literature, and composition.

Course Length: Two semesters

Materials: *The Norton Reader: An Anthology of Nonfiction*, 11th ed.; *Writing: A College Handbook*, 5th ed.

Prerequisites: Success in ENG303: American Literature (or equivalent) and teacher/school counselor recommendation

ENG510: AP® English Literature and Composition

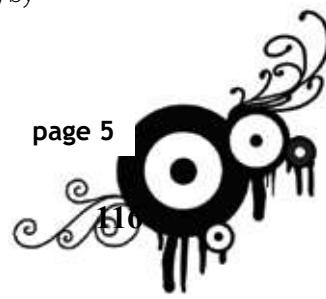
In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP® Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length: Two semesters

Materials: Required (both semesters): *The Norton Anthology of Poetry*, 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.

Required (first semester): *Their Eyes Were Watching God*, by Zora Neale Hurston; *Hedda Gabler*, by Henrik Ibsen; *A Streetcar Named Desire*, by Tennessee Williams; *Twelfth Night*, by William Shakespeare

Required (second semester): *The Great Gatsby*, by



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F. Scott Fitzgerald; *Annie John*, by Jamaica Kincaid; *Jane Eyre*, by Charlotte Brontë

Prerequisites: Success in ENG303: American Literature (or equivalent) and a teacher/school counselor recommendation

ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course length: One semester

Materials: *Associated Press Stylebook*

Prerequisites: None

Mathematics

MTH001: Math Foundations I (Remediation)

This course brings students up to grade level—helping students progress at their optimum pace through interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students understand areas of weakness and improve performance, while summative assessments chart progress and skill development. When used in combination with Math Foundations II (covering skills in grades 6 to 8), the courses effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Course length: Two semesters

Materials: None

Prerequisites: None

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MTH011: Math Foundations II (Remediation)

This course brings students up to grade level—guiding them through 6th- to 8th-grade skills. It is appropriate for use as remediation at the high school level, a bridge to high school, or as middle school curriculum. The program builds computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students understand areas of weakness and improve performance, while summative assessments chart progress and skill development. The course effectively remediates computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Course length: Two semesters

Materials: None

Prerequisites: None

MTH312: Business and Consumer Math (Core)

Students learn mathematical skills relevant to everyday life, such as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. Students also explore business topics, including borrowing money, investing, and calculating business profits and losses. The course guides students toward logical thinking and problem solving, to help them make good decisions about money and finances. Through projects and activities, students apply their skills and knowledge to real-life situations.

Course length: One semester

Materials: None

Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

MTH112: Pre-Algebra (Core)

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook



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provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback.

Course length: Two semesters

Materials: *Pre-Algebra: Reference Guide and Problem Sets*

Prerequisite: MTH102: Math Foundations

MTH113: Pre-Algebra (Comprehensive)

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course length: Two semesters

Materials: *Pre-Algebra: Reference Guide and Problem Sets*

Prerequisites: K¹² Pre-Algebra A, MTH102: Math Foundations, or equivalent

Note: Students who have already succeeded in K¹² middle school Pre-Algebra B should not enroll in this course.

MTH116: Pre-Algebra (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

In this course, students review computational and problem-solving skills and the language of algebra. Topics include mathematical expressions; geometric figures; percentages, ratios, and proportions; graphs for equations and inequalities; statistical measures and probabilities; the Pythagorean Theorem; and strategies for solving world problems.

Course length: Two semesters

Materials: *Pre-Algebra: Reference Guide and Problem Sets*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

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MTH122: Algebra I (Core)

In this course, students explore the tools of algebra.

Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

Course length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: MTH112: Pre-Algebra

MTH123: Algebra I (Comprehensive)

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

Course length: Two semesters

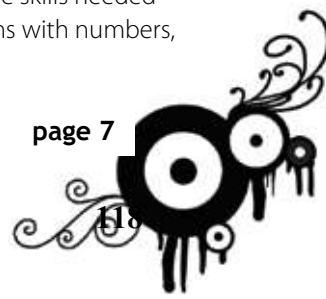
Materials: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: K¹² Pre-Algebra B, MTH113: Pre-Algebra, or equivalent

Note: Students who have already succeeded in K¹² middle school Algebra 1 should not enroll in this course.

MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers,



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variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations.

They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; translate word problems into mathematical equations and then use the equations to solve the original problems. The course is expanded with more challenging assessments, optional exercises, and threaded discussions that allow students to explore and connect algebraic concepts. There is also an independent honors project each semester.

Course length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: Success in previous math course and teacher/school counselor recommendation

MTH126: Algebra I (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

In this course, students review the tools of algebra. Topics include the structure and properties of real numbers; operations with integers and other rational numbers; square roots and irrational numbers; linear equations; ratios, proportions, and percentages; the Pythagorean Theorem; polynomials; and logic and reasoning.

Course length: Two semesters

Materials: *Algebra I: Reference Guide and Problem Sets*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

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MTH202: Geometry (Core)

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Course length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH122: Algebra I, or equivalent

MTH203: Geometry (Comprehensive)

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

Course length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I, or equivalent

MTH204: Honors Geometry

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to



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solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

Course length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I, or equivalent, and teacher/school counselor recommendation

MTH206: Geometry (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans. Students move at their own pace and then are assessed by computer-scored unit tests for a grade. Teacher-graded assignments are available as optional or for review only.

Students review core geometric concepts as they develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics include points, lines, and angles; triangles, polygons, and circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

Course length: Two semesters

Materials: *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

MTH302: Algebra II (Core)

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

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Course length: Two semesters

Materials: None

Prerequisites: MTH122: Algebra I

MTH303: Algebra II (Comprehensive)

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course Length: Two semesters

Materials: None

Prerequisites: MTH123: Algebra I and MTH203: Geometry

MTH304: Honors Algebra II

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

Course Length: Two semesters

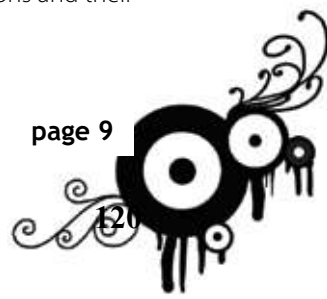
Materials: None

Prerequisites: MTH123: Algebra I or MTH124: Honors Algebra I and MTH203: Geometry or MTH204: Honors Geometry, or equivalents, and teacher/school counselor recommendation

MTH306: Algebra II (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their



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graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students review rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

Course length: Two semesters

Materials: None

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

MTH403: Pre-Calculus/Trigonometry (Comprehensive)

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

Course length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Success in MTH203: Geometry and MTH303: Algebra II

MTH500: AP® Calculus AB

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP® exam and further studies in science, engineering, and mathematics.

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Course length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Success in MTH203: Geometry, MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

MTH510: AP® Statistics

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP® exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Course length: Two semesters

Materials: Texas Instruments T1-84 Plus graphing calculator

Prerequisites: Success in MTH303: Algebra II and a teacher/school counselor recommendation

BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects to apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

Course length: One semester

Materials: None

Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

Science

SCI102: Physical Science (Core)

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skill in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with



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hands-on laboratory investigations making up half of the learning experience. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Physical Science: A Laboratory Guide*; materials for laboratory experiments

Prerequisites: K¹² middle school Physical Science, or equivalent

SCI106: Physical Science (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students review the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter.

Course length: Two semesters

Materials: None

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

SCI112: Earth Science (Core)

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments

Prerequisites: K¹² middle school Earth Science, or equivalent

SCI113: Earth Science (Comprehensive)

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, an associated reference book,

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collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments

Prerequisites: K¹² middle school Life Science, or equivalent

SCI114: Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Earth Science: A Reference Guide*; materials for laboratory experiments

Prerequisites: K¹² middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

SCI202: Biology (Core)

In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of online lessons including extensive animations, an associated reference book, collaborative activities, and hands-on laboratory experiments students can conduct at home. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

Prerequisites: K¹² middle school Life Science, or equivalent



SCI203: Biology (Comprehensive)

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

Prerequisites: K¹² middle school Life Science, or equivalent

SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories. K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

Prerequisites: K¹² middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

SCI206: Biology (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Topics include the scientific method, characteristics of living things, energy, organic compounds, and water. Students review the structure and function of living things, the cell, genetics, DNA, RNA, and proteins. They review evolution and natural selection; digestive, respiratory, nervous, reproductive, and muscular systems; and ecology and the environment.

Course length: Two semesters

Materials: *Biology: A Reference Guide*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

SCI302: Chemistry (Core)

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; K¹²-provided laboratory materials; common household materials for labs

Prerequisites: K¹² middle school Physical Science or SCI102: Physical Science and satisfactory grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent

SCI303: Chemistry (Comprehensive)

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; K¹²-provided laboratory materials; common household materials for labs

Prerequisites: Satisfactory completion of either K¹² middle school Physical Science or SCI102: Physical Science and solid grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent



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SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions. Instructions for hands-on labs are included, for which K¹² provides all lab materials that cannot easily be found in the home.

Course length: Two semesters

Materials: *Chemistry: Problems and Solutions; Chemistry: A Laboratory Guide*; common household materials for labs

Prerequisites: Success in previous science course, success in Algebra I, or equivalent, and teacher/school counselor recommendation

SCI306: Chemistry (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students review concepts of matter, energy, the metric system, and the scientific method. Other topics include the atom; the periodic table; ionic and covalent bonds; chemical reactions; stoichiometry; gases, liquids, and solids; solutions; and acids and bases. Students review chemical thermodynamics; reaction rates and system equilibria; electrochemical processes; organic chemistry and biochemistry; and nuclear chemistry.

Course length: Two semesters

Materials: *Chemistry: Problems and Solutions*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

SCI403: Physics (Comprehensive)

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of

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online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K¹² provides all lab materials that cannot be found easily in a typical home.

Course length: Two semesters

Materials: *Physics: Problems and Solutions*; Materials for laboratory experiments

Prerequisites: MTH303: Algebra II and MTH403: Pre-Calculus/Trigonometry

SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics courses. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K¹² provides all lab materials that cannot be found easily in a typical home.

Course length: Two semesters

Materials: *Physics: Problems and Solutions*; Materials for laboratory experiments

Prerequisites: MTH303: Algebra II or MTH304: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

SCI500: AP® Biology

This course is designed in three modules with correlating laboratory exercises: molecules and cells, heredity and the theory of evolution, and organisms and populations. Within these modules students learn about energy transfer, continuity and change in the biological world, and relations between the structure and function of living things. They also analyze the interdependence of the elements of nature and the ways in which science must seek to preserve a balance between technology and nature. Students prepare for the AP® exam by modeling the thought processes and critical-thinking skills required to answer questions on the exam. The content aligns to the sequence of topics recommended by the College Board.



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Course length: Two semesters

Materials: Materials for laboratory experiments

Prerequisites: Success in SCI203: Biology and SCI303: Chemistry, and teacher/school counselor recommendation

SCI510: AP® Chemistry

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students first focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP® exam. The course content aligns to the sequence of topics recommended by the College Board and to widely used textbooks.

Course length: Two semesters

Materials: *Inquiries into Chemistry*, by Abraham and Pavelich, 3rd ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required

Prerequisites: Success in SCI303: Chemistry or SCI304: Honors Chemistry and MTH303: Algebra II, and a teacher/school counselor recommendation

SCI520: AP® Physics B

This course is the equivalent of an introductory college-level survey course, but does not require proficiency in calculus. Students focus on five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students gain an understanding of the core principles of physics and then apply them to problem-solving exercises. They learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape lenses for glasses. Students prepare for the AP® exam and for further study in science and engineering.

Course length: Two semesters

Materials: *Schaum's Outline of College Physics*, by Bueche and Hecht, 10th ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required

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Prerequisites: Success in MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

SCI010: Environmental Science (Elective)

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five, hands-on, unit-long research activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course length: One semester

Materials: None

Prerequisites: Success in previous high school science course and a teacher/school counselor recommendation

SCI020: Life Science: Oceanography (Elective)

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures.

Course length: One semester

Materials: Common household materials for labs

Prerequisites: SCI202 or SCI203: Biology and SCI102: Physical Science, or equivalents



The New Maurice J. Moyer Academy **History and Social Sciences**

HST102: World History (Core)

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century.

Course length: Two semesters

Materials: None

Prerequisites: K¹² middle school American History Since 1865, World History A or World History B, or equivalent

HST103: World History (Comprehensive)

In this course, students examine the development of civilizations around the world from prehistory to the present, analyzing human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems and explore trade and cultural exchange in relation to the development of civilizations. Studies emphasize major changes in world history, such as the development of agriculture, spread of democracy, rise of nation-states, the Industrial Revolution, the spread of imperialism, and critical issues and conflicts of the twentieth century.

Course length: Two semesters

Materials: None

Prerequisites: K¹² middle school American History Since 1865, World History A or World History B, or equivalent

HST202: Modern World Studies (Core)

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding

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accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST102: World History, K¹² middle school Intermediate World History A and B, or equivalent

HST203: Modern World Studies (Comprehensive)

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST103: World History, K¹² middle school Intermediate World History A and B, or equivalent

HST204: Honors Modern World Studies

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments



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of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Course length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: HST103: World History, K¹² middle school Intermediate World History A and B, or equivalent, success in previous social studies course, and a teacher/school counselor recommendation

HST206: Modern World Studies (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students review the history of the world from approximately 1870 to the present. The course begins with a look back at events leading up to 1914, including the Second Industrial Revolution and imperialism. Their focus then shifts to the contemporary era, including the World Wars, the Great Depression, and global Cold War tensions. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world.

Course length: Two semesters

Materials: *The Human Odyssey, Volume 3*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

HST212: Geography and World Cultures (Core)

This one-semester course introduces students to the countless ways in which geography influences human relationships, politics, society, economics, science, technology, and the arts. Special emphasis is placed on the way geographically derived information is expressed in maps, charts, and graphs in order to teach students how to analyze and create such documents.

Course length: One semester

Materials: None

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Prerequisites: HST102: World History is recommended, but not required

HST213: Geography and World Cultures

This one-semester course uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policymakers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage

Course length: One semester

Materials: None

Prerequisites: HST103: World History is recommended, but not required

HST302: U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² middle school Intermediate World History B or HST102: World History

HST303: U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent



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events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: HST103: World History or HST203: Modern World Studies

HST304: Honors U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: HST103: World History or HST203: Modern World Studies, success in previous history course, and a teacher/school counselor recommendation

HST306: U.S. History (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students review the rise of European nations and the Age of Exploration; the founding of the American colonies; the American Revolution; and the Declaration of Independence, the Articles of Confederation, and the Constitution. Other topics include the Civil War, migration across the Great Plains, immigration to American shores, and the rise of new ways of manufacturing. Students review the early years of the modern age and the rise of modern cities and our modern political system; the World Wars; the Depression and the New Deal; the

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Cold War; Vietnam; the opposing ideologies of conservatives and liberals; September 11; and the resultant changes in American foreign and domestic policies.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

HST312: Modern U.S. History (Core)

This course is a full-year survey that provides students with a view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² middle school American History Before 1865 and American History Since 1865, or equivalent

HST313: Modern U.S. History (Comprehensive)

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

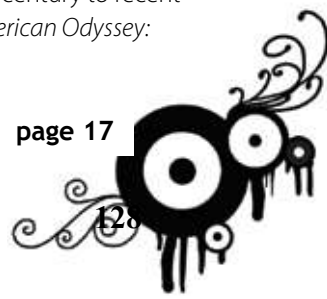
Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² middle school American History Before 1865 and American History Since 1865, or equivalent

HST314: Honors Modern U.S. History

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K¹²'s *The American Odyssey:*



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A History of the United States. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: K¹² middle school American History Before 1865 and American History Since 1865, or equivalent, and teacher/school counselor recommendation

HST316: Modern U.S. History (Credit Recovery)

Students are able to gain credit if they have previously completed this course but did not successfully earn credit. For each unit, students take a diagnostic test that assesses their current knowledge of fundamental content. The results of these tests help students create individualized study plans.

Students review American history from the industrial revolution of the late nineteenth century to recent events. They review how the American system of government works under the United States Constitution; federalism; settlement of the Great American West; issues of immigration and urban life; and the hopes, demands, and challenges African Americans and women faced as they sought equality. Other topics include: the World Wars; the American Dream; the Civil Rights movement; Vietnam; Watergate; Reaganomics; the collapse of the Soviet Union; immigration trends; the Clinton years; and the new millennium.

Course length: Two semesters

Materials: *The American Odyssey: A History of the United States*

Prerequisites: Student completed the course or its equivalent, but did not receive credit; teacher/school counselor recommendation required

HST402: U.S. Government and Politics (Core)

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

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Course length: One semester

Materials: None

Prerequisites: HST302: U.S. History is recommended, but not required

HST403: U.S. Government and Politics (Comprehensive)

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course length: One semester

Materials: None

Prerequisites: HST303: U.S. History is recommended, but not required

HST412: U.S. and Global Economics (Core)

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

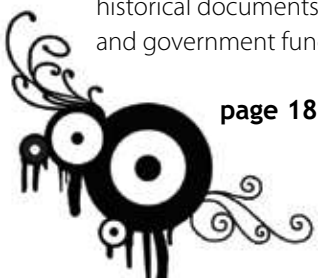
Course length: One semester

Materials: None

Prerequisites: HST402: U.S. Government and Politics is recommended, but not required

HST413: U.S. and Global Economics (Comprehensive)

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions,



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focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course length: One semester

Materials: None

Prerequisites: HST403: U.S. Government and Politics is recommended, but not required

HST500: AP® U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP® exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP® exam.

Course length: Two semesters

Materials: *America: A Narrative History*, by Tindall et al., 7th ed.

Prerequisites: Success in previous history course and a teacher/school counselor recommendation

HST510: AP® U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP® exam and for further study in political science, law, education, business, and history.

Course length: One semester

Materials: *The Lanahan Readings in the American Polity*, 4th ed.; *American Government*, by Lowi et al., 9th ed.

Prerequisites: Success in HST303: U.S. History (or equivalent) and a teacher/school counselor recommendation

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HST520: AP® Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP® exam and for further study in business, political science, and history.

Course length: One semester

Materials: *Macroeconomics for Today*, 4th Ed, ISBN: 0-324-30197-9

Prerequisites: Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

HST530: AP® Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP® exam and for further study in business, history, and political science.

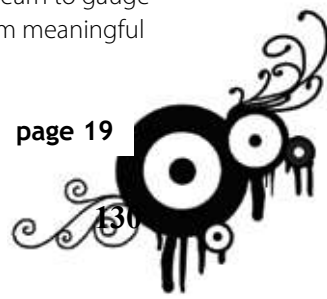
Course length: One semester

Materials: *Microeconomics for Today*, 4th Ed., ISBN: 0-324-30192-8

Prerequisites: Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

HST540: AP® Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful



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syntheses. Students prepare for the AP[®] Exam and for further studies in psychology and life sciences.

Course length: One semester

Materials: *Psychology*, by David G. Myers, 8th ed.

Prerequisites: Success in SCI203: Biology and a teacher/school counselor recommendation

HST550: AP[®] European History

This course is the equivalent of an introductory college-level course. It explores political, diplomatic, social, economic, cultural, and intellectual themes in European history from 1450 to the present. Students cultivate higher-order thinking and writing skills that are assessed through essays, various writing activities, quizzes, and tests. They apply their historical analysis during threaded discussions, mock trials, and an Enlightenment Salon. The course scope and rigor helps prepare students for the AP[®] European History Exam along with further study in the humanities.

Course length: Two semesters

Materials: None

Prerequisites: Success in previous history course and a teacher/school counselor recommendation

HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relationships over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lens of family, land, death, identity, and power, to explore the similarities and differences of cultural roles in various times and places.

Course length: One semester

Materials: None

Prerequisites: HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

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Course length: One semester

Materials: None

Prerequisites: SCI202 or SCI203: Biology or equivalent

HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

Course length: One semester

Materials: None

Prerequisites: Success in previous math/social studies course and a teacher/school counselor recommendation

World Languages

WLG100: Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school Spanish 2 should enroll in Spanish II rather than in Spanish I.

WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A



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continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG100: Spanish I, middle school Spanish 1 and 2, or equivalent

WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG200: Spanish II, or equivalent

WLG500: AP® Spanish Language

In AP® Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP® Spanish Language prepares students for the AP® exam and for further study of Spanish language, culture, and literature.

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG300: Spanish III (or equivalent) and a teacher/school counselor recommendation

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WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG110: French I, middle school French 1 and 2, or equivalent

WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. Engaging graphics, videos, and



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games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG210: French II, or equivalent

WLG510: AP® French Language

In AP® French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP® French Language prepares students for the AP® exam and for further study of French language, culture, and literature.

Course length: Two semesters

Materials: *Larousse Student French-English/English-French Dictionary*

Prerequisites: WLG310: French III (or equivalent) and teacher/school counselor recommendation

WLG120: German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Langenscheidt's Standard German Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school German 2 should enroll in German II rather than in German I.

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WLG220: German II

In this continuing introduction to German, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Langenscheidt's Standard German Dictionary*

Prerequisites: WLG120: German I, middle school German 1 and 2, or equivalent

WLG130: Latin I

This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which leads to the study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Bantam New College Latin & English Dictionary*

Prerequisites: None

WLG230: Latin II

Students with a foundation in Latin refine their skills through compelling language lessons, as well as historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand (without using a dictionary) classical Latin from a variety of authentic sources. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.



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Course length: Two semesters

Materials: *Bantam New College Latin & English Dictionary*

Prerequisites: WLG130: Latin I or equivalent

WLG140: Chinese I

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Oxford Beginner's Chinese Dictionary*

Prerequisites: None

Note: Students who have already succeeded in middle school Chinese 2 should enroll in Chinese II rather than in Chinese I.

WLG240: Chinese II

Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Mandarin Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. Engaging graphics, videos, and games keep students interested, and make learning languages exciting.

Course length: Two semesters

Materials: *Oxford Beginner's Chinese Dictionary*

Prerequisites: WLG140: Chinese I, middle school Chinese 1 and 2, or equivalent

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Electives and Additional Courses

ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course length: Two semesters

Materials: One package of white clay; one set of acrylic paint; one set of round paintbrushes ; no other materials provided. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

Prerequisites: A survey course in World History is recommended as a prerequisite or co-requisite, but not required

ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.



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Course length: Two semesters

Materials: Finale Notepad music notation software

Prerequisites: None

BUS010: Business Communication and Career Exploration (Elective)

In this course, students explore the ways people communicate in today's business environment. They examine technological advances of the contemporary office and consider future developments. Topics include: reviewing communication fundamentals; developing business letters; researching and reporting; and getting a job. Students perfect their written and oral communication skills, evaluate career interests and aptitudes, and learn how to apply for jobs and conduct interviews.

Course length: One semester

Materials: None

Prerequisites: None

BUS020: Business and Personal Relationships (Elective)

Students receive valuable information and guidelines necessary to navigate business and personal relationships in today's global and multiethnic environment. Through a focus on cultural awareness, positive self-concept, leadership, and communication, students examine how public, business, and personal behaviors intersect.

Course length: One semester

Materials: None

Prerequisites: None

BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects that apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

Course length: One semester

Materials: None

Prerequisites: MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

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BUS040: Introduction to Entrepreneurship I (Elective)

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Course length: One semester

Materials: None

Prerequisites: None

BUS050: Introduction to Entrepreneurship II (Elective)

Students build on the business concepts they learned in Introduction to Entrepreneurship I. They learn about sales methods, financing and credit, accounting, pricing, and government regulations. They refine their technology and communication skills in speaking, writing, networking, negotiating, and listening. They enhance their employability skills by preparing job-related documents, developing interviewing skills, and learning about hiring, firing, and managing employees. Students develop a complete business plan and a presentation for potential investors.

Course Length: One semester

Materials: None

Prerequisites: Introduction to Entrepreneurship I

BUS060: Introduction to Marketing I (Elective)

Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One semester

Materials: None

Prerequisites: None



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BUS070: Introduction to Marketing II (Elective)

Students build on the skills and concepts learned in Introduction to Marketing I to develop a basic understanding of marketing principles and techniques. By the end of the course, they will have developed their own comprehensive marketing plan for a new business.

Course Length: One semester

Materials: None

Prerequisites: Introduction to Marketing I
Available winter 2011

ENG010: Journalism (Elective)

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course length: One semester

Materials: *Associated Press Stylebook*

Prerequisites: None

HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relations over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lenses of family, land, death, identity, and power, allowing them to explore the similarities and differences in cultural roles in various times and places.

Course length: One semester

Materials: None

Prerequisites: HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of

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ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

Course length: One semester

Materials: None

Prerequisites: SCI202: Biology or equivalent

HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

Course length: One semester

Materials: None

Prerequisites: Success in previous math/social studies course and a teacher/school counselor recommendation

PRJ010: Service Learning (Elective)

This project may be used in a variety of ways—as a standalone project, in conjunction with another course, or as a foundation around which to base a one-semester course. An introductory unit presents instruction on the nature of service learning. Students are taught how to identify community needs, select projects that are meaningful to themselves, apply practical skills, reflect on their learning experience, and behave responsibly in a service setting. Students then move on to design and conduct service learning experiences of their own, according to the requirements of their projects. Documents to support teachers in guiding students through the project are included.

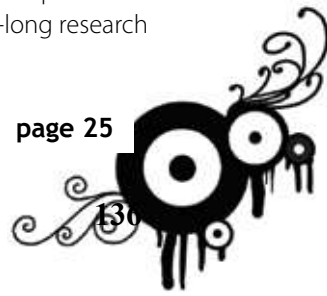
Project Length: Varies

Materials: None

Prerequisites: None

SCI010: Environmental Science (Elective)

This course surveys key topic areas including the application of scientific process to environmental analysis; ecology; energy flow; ecological structures; earth systems; and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct five, hands-on, unit-long research



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activities, learning that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Course length: One semester

Materials: None

Prerequisites: Success in previous high school science course and a teacher/school counselor recommendation

SCI020: Life Science: Oceanography (Elective)

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures for the final project.

Course length: One semester

Materials: Common household materials for labs

Prerequisites: SCI202: Biology and SCI102: Physical Science, or equivalents

OTH010: Skills for Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Course length: One semester

Materials: None

Prerequisites: None

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OTH020: Physical Education

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

Course length: One semester (or more)

Materials: None

Prerequisites: None

OTH040: Reaching Your Academic Potential (Elective)

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

Course length: One semester

Materials: None

Prerequisites: None

OTH050: Achieving Your Career and College Goals (Elective)

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

Course length: One semester

Materials: *Achieving Your Career and College Goals*

Prerequisites: None



TCH010: Computer Literacy I (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

Course length: One semester

Materials: Microsoft Office 2003* and GIMP (free download)

Prerequisites: None

* Note: This course uses Office 2003; the instructions in the course do not support functions available in Office 2007

TCH020: Computer Literacy II (Elective)

This course builds on Computer Literacy I to develop the skills and concepts essential for computer literacy in the 21st century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects. When taken with Computer Literacy I, this course maps to the National Educational Technology Standards (NETS).

Course length: One semester

Materials: Microsoft Office 2003* and GIMP (free download)

Prerequisites: TCH010: Computer Literacy I

* Note: This course uses Office 2003; the instructions in the course do not support functions available in Office 2007

TCH030: Digital Photography and Graphics (Elective)

This course is for anyone who wants to create compelling, professional-looking graphic designs and photos. Students will learn the basics of composition, color, and layout before moving on to technical topics such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have created a variety of original projects for their graphic design portfolios.

Course length: One semester

Materials: GIMP (free download)

Prerequisites: None

TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

Course length: One semester

Materials: : KompoZer (free download) and GIMP (free download)

Prerequisites: None

TCH050: Digital Video Production (Elective)

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students demonstrate mastery of the key learning objectives by recording, capturing, and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field, and progresses from the importing of raw footage through editing basics to transitions, text use, and special effects.

Course length: One semester

Materials: Microsoft Windows Movie Maker; student must supply a video camcorder capable of connecting to a computer, either through USB or FireWire

Prerequisites: None

TCH060: C++ Programming (Elective)

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

Course length: One semester

Materials: Microsoft Visual C++ 2008 Express (free download)

Prerequisites: None

TCH070: Game Design I (Elective)

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects



The New Maurice J. Moyer Academy

of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development. This course provides a solid foundation in the essentials of game design.

Course length: One semester

Materials: Multimedia Fusion 2.0

Prerequisites: None

TCH080: Game Design II (Elective)

Students expand their knowledge of the game design industry while mastering event-driven game development through a series of interactive projects. By the end of this course, students will have a variety of polished games for their game-development portfolios.

Course length: One semester

Materials: Multimedia Fusion 2.0

Prerequisites: TCH070: Game Design I

TCH090: Online Game Design (Elective)

This course introduces students to the design of online Flash games. They will learn how to develop a variety of games for the Web, using some basic programming concepts and ActionScript—the native scripting language of Flash—to develop games and publish them online. Professional-quality art is included in each project for students' use, or they can make their own. By the end of this course, students will have a fully-functioning multi-level online game.

Course length: One semester

Materials: PC with 1GB of RAM; Flash CS4

Prerequisites: None

TCH016: Flash Animation (Elective)

This introductory course teaches all the animation essentials. Students learn cell animation, timelines, movies, sound—the works—using Flash Creative Suite 4 (CS4), the preferred design tool of industry pros worldwide. Students learn how to draw and animate movies, then publish them to the Web. They can create their own art or choose from the art asset libraries included in each project. At the end of this course, students will have a portfolio of completed Flash animations.

Course length: One semester

Materials: PC with 1GB of RAM; Flash CS4

Prerequisites: Permission of a teacher/school counselor

ATTACHMENT 5

TCH017: 3D Art I—Modeling (Elective)

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

Course length: One semester

Materials: PC with 1GB of RAM; Blender (free download)

Prerequisites: None

TCH018: 3D Art II—Animation (Elective)

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Course length: One semester

Materials: PC with 1GB of RAM, Blender (free download)

Prerequisites: TCH017: 3D Art I—Modeling

TCH019: Computer-Aided Design (CAD) (Elective)

Computer-aided design systems are used by designers and manufacturers in virtually every industry. In this course, students master the basics of CAD software—creating points, lines, and other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs. They also explore career options for CAD designers in this hands-on introductory level course.

Course length: One semester

Materials: PC with 1GB of RAM, CAD software (free download)

Prerequisites: None

TCH026: Audio Engineering (Elective)

In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track



The New Maurice J. Moyer Academy

recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Course Length: One semester

Materials: Audacity (free download)

Prerequisites: None

TCH027: Green Design and Technology (Elective)

This course examines the impact of human activities on sustainability while exploring the basic principles and technologies that support sustainable design. Students learn about the potential for emerging energy technologies such as water, wind, and solar power. They find out how today's businesses are adapting to the increased demand for sustainable products and services. In this course, students develop a comprehensive understanding of this fast-growing field.

Course Length: One semester

Materials: None

Prerequisites: None

TCH028: Digital Arts I (Elective)

In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Course Length: One semester

Materials: Free downloads

Prerequisites: None

TCH029: Digital Arts II (Elective)

Students build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of the course, they will have created a collection of digital art projects for their digital design portfolio.

Course Length: One semester

Materials: Free downloads

Prerequisites: Digital Arts I
Available winter 2011

ATTACHMENT 5

Orientation

ORN010: Online Learning

The Online Learning course explains to students how the K¹² high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K¹² high school courses.

Course length: 6-8 hours

Materials: None

Prerequisites: None

ORN100: Finding Your Path I

ORN200: Finding Your Path II

ORN300: Finding Your Path III

ORN400: Finding Your Path IV

Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond. The K¹² online career and college counseling tools are featured in this course.

Course length: 10 hours

Materials: None

Prerequisites: None





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Job Description: Principal

The New Maurice J. Moyer Academy Principal will serve as the instructional leader of the school. The appropriate candidate will possess a Masters degree or higher in Educational Leadership or another related area. The candidate shall also be certified in the state of Delaware as an educational leader, turnaround specialist, or educational supervisor, or posses the qualifications to be granted the certification. At least 3 years of demonstrated success in moving low performing schools to acceptable or higher levels of achievement is also required. The ideal candidate will have experience in some areas of school restructure including:

- Implementation of a school-within-a-school model
- Career themed academic programs
- Workplace certifications
- Virtual learning opportunities
- High tech project based learning
- Effective implementation of community building strategies

The Principal's performance is reviewed, annually, on the basis of learning gains as measured by student performance on applicable state tests and/or Scantron pre and post test results, student attendance, graduation rates, demonstrated community involvement, and implementation of STEM initiatives.

Responsibilities

- Instructional leader of the school
- Implementation of the school redesign
- Recruitment and retention of highly qualified faculty and staff
- Evaluation of faculty and staff performance
- Establishment of career themed Project Lead the Way STEM initiatives
- Balanced operational budget
- Implementation of effective student disciplinary policies
- Implementation of student achievement goals and expectations
- Building relationships with a school steering committee and other key stakeholders
- Implementation of parent involvement/inclusion best practices
- Support of K¹² curriculum and instructional practices
- Support and adherence to K¹² management procedures and practices
- Supervision of K¹² marketing and enrollment management processes

Terms of appointment: Yearly contract based on annual review.

Job Description: Assistant Principal (Academic Administrator)

Summary: Directs and coordinates educational, administrative, and counseling activities of students by performing the following duties personally or through subordinate supervisors.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Develops and evaluates educational program to ensure conformance to state and school board standards.
- Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives.
- Manage Master and Lead Teachers and programs
- Confers with teachers, students, and parents concerning educational and behavioral problems in school.
- Coordinate with teacher and administration regarding expulsions and withdrawals.
- Research and implement non-K¹² curriculum resources to meet state standards
- Manage teaching staff
- Ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
- Develop and oversee implementation of the school's Student Achievement Improvement Plan
- Requisitions and allocates supplies, equipment, and instructional material as needed.
- Active participation in all school leadership team meetings.

Qualifications:

- Bachelor's degree or Master's degree in Education
- Minimum of three years related work experience
- Prefer principal or seeking principal certification
- Great organizational and time management skills
- Proficient in MS Office applications
- Experience using search engines for research projects

- Strong written and verbal communication skills
- Proficient with intra-communication skills
- Provide ideas, suggestions, and training to help students achieve high standards
- Teacher supervision or school leadership experience

Desired:

- Knowledge and proficiency in virtual classrooms, especially Elluminate
- Relevant professional organization memberships

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**Teaching and Learning Coordinator
The New Maurice J. Moyer Academy
Wilmington, DE**

The success of K¹²'s programs in traditional classrooms is largely dependent upon how well teachers and administrators are trained to understand and implement the core K¹² academic program. K¹² will support this implementation by assigning a locally based, highly qualified Teaching and Learning Coordinator (TLC). This trainer will be trained, supported, and evaluated by K¹². In collaboration with K¹², the TLC will work closely with the teachers and the principal of the school to deliver a comprehensive training and support program. The TLC will support, not evaluate teachers.

Responsibilities

The Teaching and Learning Coordinator will:

- Work on-site to support all aspects of the implementation of K¹²'s program.
- Participate in the Train-the-Trainer program and all on-going professional activities associated with the position, including, but not limited to graduate level course work, professional readings and research.
- Review and know all K¹² curriculum and Online School Systems.
- Support the adaptation of the K¹² program for traditional settings.
- Design, organize, and implement a multi-day teacher training event for the start of school.
- Analyze the immediate and long-term training requirements of the faculty.
- Implement daily formal and informal training activities with each school's faculty. This will include classroom observations, demonstrating lessons, sharing best practices, monitoring data, and leading staff training workshops and conferences.
- Demonstrate and share best-practices for preparation, adaptations, instruction, classroom management, and evaluation using the K¹² program.
- Earn the respect and support of each school's faculty by providing exceptional services that improve the ability of each teacher to instruct their students.

Background

Teaching and Learning Coordinators will possess the following qualifications, characteristics, and experiences:

- MA or above in relevant course work
- Minimum of 3 years classroom experience, urban setting preferred
- Minimum of 2 years of formal training experience
- Experience working with a train-the-trainer model
- Superb technology skills
- An understanding of and appreciation for K¹²'s academic approach

- Strong experiences teaching math, science, history, and English
- Contagious enthusiasm for teaching
- Demonstrated ability to meet deadlines and high expectations
- Demonstrated knowledge of K¹²'s middle and high school content
- Demonstrated ability to motivate colleagues
- Demonstrated ability to work collaboratively on large-scale projects
- Demonstrated ability to maintain clear lines of responsibility and professionalism
- Demonstrated ability to earn the trust and respect of professional colleagues

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Job Description: Business Manager

Summary: Develops, interprets, and implements complex financial and accounting concepts, or techniques for financial planning and control, by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- All financial activities and business processes
- Assist in development of annual budget
- Preparation of monthly forecasts and variance analysis
- Review and issuance of monthly financial statements (Income Statement, Balance Sheet and Cash Flow)
- Implementation and ensure compliance with K¹² and school finance policies, internal controls and business processes
- Assist in the development of grant and other funding opportunities
- Timely and accurate submissions for state and federal funding programs to include funding determinations, audit responses, and interim financial reports
- Assist with school audit and ensure all tax filings are prepared and submitted
- Assist with monthly financial closings
- Book monthly journal entries
- Prepare monthly bank reconciliations
- Analyze monthly P&L and balance sheet variances
- Responsible for asset inventory

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Experience:

Bachelor's degree (B. A.) from four-year college or university; or seven to ten years related experience and/or training; or equivalent combination of education and experience.

School or non-profit accounting (501(c)(3) desirable

Language Ability:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format.

Math Ability:

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis.

Reasoning Ability:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Word Processing software; advanced Spreadsheet software; Accounting software; Project Management software and Database software. QuickBooks and/or Great Plains experience desirable.

Job Description: Operations Manager

Position Summary, Operations Manager:

Operations Support

- o Act as point of contact for family escalations relating to materials and processes
- o Serve as an information resource and provide problem solving and ongoing support
- o Develop, document, disseminate and maintain project management and operational best practices
- o Coordinating and overseeing the annual state testing.
- o Manage school employee files
- o Identify and conduct analyses to support cost savings or revenue growth opportunities
- o Facilitating all logistics for state testing
- o Monitor and ensure accurate annual and monthly forecasting
- o Manage stakeholder reporting (K¹² as well as federal, state, and local government agencies)
- o Act as point of contact for auditors
- o Manage attendance of students

Enrollment

- o Help process enrollments and manage local enrollment team (if applicable)
- o Process withdrawals and deactivations
- o Manage student information database and changes
- o Prepare school policies related to enrollment and operations
- o Order and troubleshoot all computer ordering issues
- o Track internet reimbursement

Data Integrity, Reporting, Records and Process Improvement

- o Manage the integrity, confidentiality, and security of all student records per state guidelines.
- o Reporting as required by grants awarded to the school
- o Operations process development, documentation, and improvement.
- o Development of an internal shared server platform to support data sharing among staff

Qualifications:

- o Operations management experience including a track record of overseeing and evaluating a group of diverse, cross-functional employees.
- o Project management experience in fast-paced project or start-up company
- o Non-profit and other education grants management responsibility
- o Prefer a candidate with school building facilities management experience.
- o Bachelors degree required
- o Formal project management experience ideal.
- o Strong technology skills, preferably from work experience
- o Excel and/or database experience

Job Description: Special Education Coordinator

Responsibilities:

- Supervise Advanced Learner Program
- Help identify students who will participate in the programs (advanced learner, ESL, etc.)
- Create and distribute a survey for parents at the beginning of the year and at the end of the year to help measure the success of the programs.
- Send out monthly newsletters that will offer teaching tips, web sites, Elluminate sessions and other ideas to help the families.
- Develop enrichment activities for the core subjects that coincide with the K¹² curriculum
- Provide networking for parents and students through the Community Board, Yahoo chats, Elluminate sessions and regional gatherings/outings. Work with other teaching staff to support these activities. Empower parents to set up their own regional get-togethers.
- Help connect students to statewide community resources.
- Assist regular education teachers with writing specific goals and activities.
- Establish office hours and hours by appointment to assist students and parents with additional concerns/questions.
- Assist the regular education teachers
- Gather and provide requested data for administrators
- Address all parent concerns and communications
- With approval by the Principal and/or Board of Trustees, design and implement policies, processes, and procedures.
- Complete intake process for referrals and identified applicants
- Communicate regularly (at least 1x per month via phone and weekly via email) with families to provide ongoing support
- Coordinate testing materials with Testing Coordinator
- Evaluate results of tests to determine future program eligibility and communicate the results with parents

- Attend conferences/workshops regarding ESL updates recommended and approved by Manager of Federal Programs

Qualifications:

- Hold a valid state license and administrative endorsement
- Masters degree
- Minimum of three years work experience
- Great organizational and time management skills
- Flexible schedule with minimal travel
- Very proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

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Job Description: IT Technical Assistant

The school-based Technology Assistant will install and manage local hardware and software systems and will serve as the primary resource for technical support and training to staff. The Technology Assistant will be responsible for the security of local systems along with assisting staff with instructional technology.

In addition to these broad responsibilities, the Technology Assistant will:

- Be a member of a regional technology team participating in weekly conference calls and occasional in-person meetings.
- Assist with submitting E-Rate grant applications on behalf of the school, meeting all deadlines of the application process as specified by the Universal Service Administrative Company (USAC)
- Provide technical support to staff through email and phone calls along with maintaining a helpdesk solution.
- Support the staff in the use of all school and office technology, databases and software and hardware. Hardware system support may include telephone, computer, Internet access, network servers, classroom technology systems or other systems identified.
- Identify and summarize common technology issues and malfunctions
- Prepare and deliver technical training and materials to staff including specific training on user applications.
- Perform troubleshooting and problem analysis for the purpose of diagnosing, repairing and/or replacing equipment
- With the Regional Technology Manager and Principal, liaise with hardware vendors for staff computer repair and replacement
- Meet with staff to assess their technology needs and recommend professional development
- Assist in developing technology policies and disseminating best practices.

In addition to the above school-specific responsibilities, the Technology Assistant may be asked to assist with regional and national K¹² efforts including training.

Technology Assistant Qualification

- Education: Associates degree or higher in IT Field
- Help desk environment work experience preferred
- Comptia A+ Certification
- Comptia Net + Certification
- Proficient in Windows XP, Microsoft Office suite including 2003 and 2007
- Travel required up to 50%

Job Description: Human Resources Manager

Summary: Plans and administers policies relating to all phases of human resources activity by performing the following duties personally or through subordinate supervisors.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Act as school-site point of contact for all employee HR questions and local school HR questions.
- Manage staff issues
- Identifies legal requirements and government reporting regulations affecting human resources functions and ensures policies, procedures, and reporting are in compliance.
- Develop and implement the school's human resource policies and oversee the writing of its handbooks.
- Plans and conducts new employee orientation to foster positive attitude toward company goals.
- Keeps records of benefits plans participation such as insurance and pension plan, personnel transactions such as hires, promotions, transfers, performance reviews, and terminations, and employee statistics for government reporting.
- Coordinates staff training in interviewing, hiring, terminations, promotions, performance review, safety, and sexual harassment.
- Advises management in appropriate resolution of employee relations issues.
- Responds to inquiries regarding policies, procedures, and programs.
- Prepares reports and recommends procedures to reduce absenteeism and turnover.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Experience:

Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

Language Ability:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format.

Math Ability:

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis.

Reasoning Ability:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Microsoft Office suite of software including Word, Excel, PowerPoint, Outlook, and Access; Knowledge of Payroll systems, Human Resource systems, and Project Management software required.

Certificates and Licenses: SPHR or PHR preferred

Supervisory Responsibilities:

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include Close vision, Distance vision and Ability to adjust focus. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear.

Job Description: Reading Specialist

Purpose Statement

The job of Reading Specialist was established for the purpose/s of improving students' success in reading by implementing approved curriculum; documenting teaching and student progress/activities/outcomes; developing lesson plans; modeling the necessary skills to perform assignments; providing a safe and positive learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. Advises parents and/or legal guardians for the purpose of supporting teacher's expectations.

- Assists other teachers for the purpose of implementing reading curriculum.
- Assumes individual responsibilities as assigned by administration for the purpose of improving staff knowledge and supporting student activities.
- Collaborates with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.
- Collects, analyzes, and prepares data for the purpose of interpretation and reporting to the district, state, and federal agencies.
- Demonstrates methods required to perform assignments for the purpose of providing an effective district reading program and addressing the needs to students.
- Develops and coordinates reading programs cooperatively with classroom teachers for the purpose of supporting teachers and ensuring student success.
- Directs paraprofessionals, volunteers, and/or student aides, etc. for the purpose of maximizing their efficiency and meeting work requirements, providing an effective school program, and addressing the individual needs of students.
- Evaluates students' abilities in reading skills for the purpose of assisting in the diagnosis of learning disorders, developing remediation plans, and/or evaluating student progress.
- Furthers personal education via staff development, college courses, etc. for the purpose of staying current with the latest and best practices, and learning new theories and technology.
- Instructs students (e.g. individually, group sessions, etc.) for the purpose of improving their success in reading and assessing reading concepts and proficiencies through a defined course of study.
- Maintains confidentiality of all information for the purpose of protection of students, staff, parents, and the district.
- Manages student behavior for the purpose of providing a safe and an optimal learning environment.
- Mentors classroom teachers and support staff for the purpose of supporting staff in the instructional process. Monitors student progress for the purpose of providing student feedback on a regular basis to students, teachers, and parents, and determining interventions for those students who are diagnosed as "at risk" readers.
- Participates in various meetings for the purpose of receiving and/or providing information. Prepares materials and related reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and documenting student progress.
- Provides assistance in selecting and administering valid, reliable reading assessments and screening instruments for the purpose of providing an effective school program to increase the reading skills of students.

- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining the personal safety of students, providing a positive learning environment, and adhering to education code, administrative and/or school policies.

Other Functions

- Assists other personnel as required.

Qualifications:

- Job related experience within specialized field is required.
- Master's degree in job related area
- State teaching certification with Reading endorsement

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Job Description: School Nurse

Identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The Nurse must evaluate the physical conditions of students and refer students to appropriate resources as needed. Decisions made by this employee require discretionary judgment and analysis. Errors may not be easily discernible and may result in serious impact on the individual child and others. The work of this employee is seldom reviewed while in progress and is performed under general supervision.

ILLUSTRATIVE EXAMPLES OF WORK

- Develops policies, procedures and work standards for school health program.
- Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- Initiates program changes as needed.
- Manages program allotment efficiently.
- Prepares health reports for supervisor, board of education and health department.
- Collaborates with other child-support agencies in designing and providing a school health program.
- Negotiates professional and medical services essential to the school health program.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues.
- Provides staff development on health-related topics for school staff and volunteers.
- Screens and conducts health appraisals for students and staff.
- Provides follow-up evaluations on students as required.
- Recommends corrective action where problems are identified.
- Conducts home visits when appropriate.
- Corresponds with parents on health needs of children.
- Records immunizations, health findings, and other relevant health data.

KNOWLEDGE, SKILLS AND ABILITIES

- Considerable knowledge of medical disorders and treatment.
- Considerable knowledge of child growth and development.
- Working knowledge of public health problems and procedures for treatment in coordination with other health and social service agencies.

- Working knowledge of Federal, State, and Local laws and regulations affecting the delivery of school health services.
- Some knowledge of the school organization and the community served.
- Ability to identify abnormal growth and development and symptoms of disease.
- Ability to coordinate and facilitate services between the school, local health agency, and other community resources.
- Ability to develop and maintain health records on students.
- Ability to develop positive working relationships.

SUGGESTED TRAINING AND EXPERIENCE Completion of training necessary for licensing as a registered nurse and experience in pediatrics and/or public health nursing preferred.

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Job Description: Finance Specialist

Enters all required data into the school's accounting system as it relates to the following;

- Requisitions
- Purchase orders
- Payment Vouchers
- Cash Receipts
- Enters proper appropriation codes for vendors and invoices
- Audits invoices against purchase orders and payment vouchers
- Handles all accounts payable inquiries and questions
- Ensure that all invoices received are within budget parameters
- Responsible for major purchase inventory
- Reconcile weekly FSF report for discrepancies. Makes corrections as necessary
- Provides weekly FSF report to Business Manager for review and confirmation

Qualifications:

- Experience with Accounts Payable / Accounts Receivable Required
- Must be detail oriented
- Strong organization skills a must

Job Description: Registrar/Receptionist

Description: The Moyer registrar/ receptionist is the first point of welcome to the school for all visitors, students, parents and others who enter the school building. As such, the person in this position sets the initial tone of welcome and readiness to serve that is reflected in the school's mission and vision. In addition, the incumbent, as registrar, will be responsible for the maintenance, proper filing and storage of all official school student records. The registrar/receptionist also is expected to provide a range of clerical responsibilities that normally support the efficient operation of the front office and school.

Responsibilities:

- Registers new students.
- Maintains student records and files
- Supervises log/logout procedures for access to student files
- Has had training in relation to access to student records and appropriate protocols
- Welcomes all visitors to the school building
- Requires identification from visitors
- Oversees appropriate sign in/ sign out forms for all teachers, visitors, and other personnel who enter the school building
- Keeps and coordinates appointment calendars for the Leadership Team
- Provides clerical support for school administration
- Maintains a master calendar of school events and programs.
- Publishes a school newsletter monthly on the school's website
- Coordinates the distribution of all home school communications (e.g. report cards, progress reports, etc.)

In addition to the specific responsibilities listed above, the incumbent will perform any such tasks or responsibilities designated by the principal.

Position reports to the Business Manager.

Job Description: Learning Lab Coordinator

PRIMARY FUNCTION:

To coordinate the program for students enrolled in world languages and other electives taught in the Learning Lab. The coordinator will define and manage the program in keeping with the mission of the school and will provide direct and ongoing leadership to teachers through participation in staff development presentations and instructional planning and development.

REQUIREMENTS:

- 1) Bachelor's Degree in Education, Instructional Technology, or related field
- 2) Demonstrated teaching and leadership/ administrative experience

RESPONSIBILITIES:

1. Assists in defining program guidelines in keeping with the mission of the school.
2. Assesses personnel training needs and coordinates with assistant principal for specific staff development activities, as well as facilitating staff development activities.
3. Participates in internal school decision making activities
4. Develops opportunities for enrichment within the classroom environment and within the curriculum
5. Develops and manages the Learning Lab program
 - a. Development of procedures for measuring student achievement, analyzing data, and facilitating improving achievement in the elective courses offered in the Learning Lab
 - b. Development and implementation of appropriate instructional strategies based on student achievement data, current literature and research
 - c. Monitoring schedules and assignment of personnel in collaboration with the assistant principal
 - d. Working with parents regarding the Learning Lab program and coordinating meetings as appropriate
 - e. Collaborating with faculty by recommending activities, strategies, remediation procedures and resources for specified students, and promoting best practices for students with varied learning styles
 - f. Consulting with outside professionals regarding needs of students
 - g. Reviewing and maintaining program records
 - h. Performs other duties as assigned.

Job Description: Behaviorist

Purpose Statement

The job of Behavior Specialist was established for the purpose/s of effecting positive behavioral change in students; providing supportive interventions to families and/or students; and complying with Federal, State, county and District policies, regulations and/or procedures.

Essential Functions

- Acts as liaison with the public and mental health community for the purpose of supporting individual student development goals.
- Administers programs and services for behaviorally or emotionally disturbed students for the purpose of improved functioning and ensuring program eligibility and compliance with established guidelines.
- Assists in developing interventions, functional behavior assessments and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- Assists in developing procedures and training materials for staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally disturbed students.
- Coordinates handling of child abuse and neglect cases through contact with school staff and outside agency personnel for the purpose of complying with mandated requirements.
- Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.

Other Functions

- Performs other related duties as assigned.

Qualifications:

- Job related experience within specialized field is required.
- Teaching Certificate
- Minimum Bachelor's degree in job related area

Job Description: Cafeteria Manager

DUTIES:

To assist in the implementation of the assigned school meal program.

RESPONSIBILITIES:

- Ensures that all food is served at correct temperatures.
- Displays leadership and support in all areas of responsibility.
- Establishes and implements an improvement process for all areas of responsibility.
- Establishes good public and employee relations in all areas of responsibility.
- Maintains and upgrades culinary skills.
- Performs duties efficiently and productively.
- Maintains accurate records.
- Maintains accurate inventories of both purchased and USDA foods.
- Manages the assigned school food service program.
- Orders all supplies.
- Interprets menus to ensure the Standards for Nutrition are being met.
- Follows recipes, prepare and serve meals at assigned work station.
- Practices proper care of equipment and maintains sanitary conditions in the food area.
- Assigns other kitchen employees and maintains accurate time records.
- Trains new kitchen personnel.
- Makes sure that all Federal, State and Health Regulations for Child Nutrition Programs are followed.
- Performs other job related tasks as assigned by the Principal.
- Attends workshops, college classes and training as needed to upgrade skills.

QUALIFICATIONS:

- High School Diploma or satisfactory completion of the GED Test.
- Ability to get along with all levels of peers and customers.
- Ability to effectively read, write, compute and communicate.
- Must be able to pass all health requirements set up by the federal, state and county governments.
- Ability to keep records, make reports and direct personnel.
- Successfully pass the State Competency Test for Cook (if applicable)

Job Description: Cafeteria Worker

Essential Functions

- Attends in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
 - Cleans linens, utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
 - Evaluates prepared food for flavor, appearance, and temperature for the purpose of providing items that will be accepted by students and staff.
 - Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
 - Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
 - Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
 - Maintains records and reports (e.g. counting and recording the amount of leftovers, number of opened cans, student lunch balances, collection and reconciliation of money, informing students of their lunch balances, etc.) for the purpose of keeping an accurate record of food used and student accounts.
 - Merchandises food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Monitors kitchen and cafeteria areas (e.g. proper charging procedures for items taken, employee safety, working procedures, etc.) for the purpose of ensuring a safe and sanitary working environment.
- Oversees the preparation, cooking, and serving of food (e.g. regular food items, special diets, students with allergies, etc.) for the purpose of providing students and staff with food of high nutritious quality as well as meeting individual needs.
 - Performs functions of other nutritional service positions as requested by manager (e.g. cashiering, etc.) for the purpose of ensuring adequate staff coverage within site nutritional services operations.
 - Prepares food and beverage items according to standardized recipes and established food preparation procedures (e.g. regular food items, deli sandwiches, baked goods, etc.) for the purpose of meeting mandated nutritional and projected meal requirements.
 - Receives food items and/or supplies and places them in designated areas utilizing temperature requirements and food spoilage guidelines for the purpose of ensuring availability of items required for meeting projected menu requirements.
 - Reports needed supplies and equipment malfunctions for the purpose of notifying cafeteria manager of needed items and repair and/or replacement.
 - Serves the appropriate number of food items for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.

Other Functions

- Performs other related duties as assigned.

Qualifications:

- High School Diploma or satisfactory completion of the GED Test.

- Ability to get along with all levels of peers and customers.
- Ability to effectively read, write, compute and communicate.
- Must be able to pass all health requirements set up by the federal, state and county governments.

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Job Description: Paraeducator

Qualifications:

- Must hold a paraeducator permit from the state of Delaware
- Three or more years working with students in an urban setting
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite

Responsibilities:

- Work with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff
- Supervise the computer lab where students will be engaged in independent coursework
- Review daily all student progress in their coursework via the K¹² Learning Management System
- Sustain an orderly, respectful learning environment
- Implement routines that promote high expectations for learning
- Work with Moyer staff to meet the individual needs of students based on their level of academic achievement
- Participate in in-service training programs as approved
- Performs other such duties / assignments as directed by Moyer staff

Reports to: Principal or their designee

Job Description: Elementary Teacher (Grade 6)

Qualifications:

- Highly qualified in the area of elementary education or certifiable as a highly qualified teacher as an elementary generalist (K-6) under Delaware certification requirements
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite
- Experience using interactive whiteboards in the classroom

Responsibilities:

- Adheres to and follows K¹²'s managed curriculum
- Develops weekly lesson plans that reflect alignment with Delaware state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by Delaware state law and K¹².
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content
- Meet at least three times per year with each student's family to discuss student progress

Reports to: Principal or their designee

Terms of appointment: Yearly contract based on annual review

Job Description: Middle School Teachers (Grades 7 and 8)

Moyer seeks to hire middle school certified teachers in the areas of Math, Social Studies, English and Science.

Qualifications:

- Highly qualified in a middle school content area (Math, Social Studies, English or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle school students
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite
- Experience using interactive whiteboards in the classroom

Responsibilities:

- Adheres to and follows K¹²'s managed curriculum
- Develops weekly lesson plans that reflect alignment with Delaware state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by Delaware state law and K¹².
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content
- Meet at least three times per year with each student's family to discuss student progress

Reports to: Principal or their designee

Terms of appointment: yearly contract based on annual review

Job Description: High School Teacher (Grades 9-12)

Moyer seeks to hire high school certified teachers in the areas of Math, Social Studies, English, or Science.

Qualifications:

- Highly qualified in a high school content area (Math, Social Studies, English or Science)
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite
- Experience using interactive whiteboards in the classroom

Responsibilities:

- Adheres to and follows K¹²'s managed curriculum
- Develops weekly lesson plans that reflect alignment with Delaware state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by Delaware state law and K¹².
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content
- Meet at least three times per year with each student's family to discuss student progress

Reports to: Principal or their designee

Terms of appointment: yearly contract based on annual review

Job Description: Special Education Teacher

The Special Education Teachers are highly qualified and state certified teachers responsible for delivering specific course content on line. We provide specially designed instruction to all special education students to meet individual needs. The Special Education Teacher must possess a strong educational background and a firm understanding of how best practices in special education can be applied to the virtual model

As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

- Provide focused academic support to the student on a schedule determined by the IEP through phone conferencing, virtual real-time interaction and/or face to face support
- Provide focused support to the parent on accommodations and interventions to promote the attainment of IEP goals through phone conferencing, virtual real-time interaction and/or face to face support
- Collect data and work samples to support documentation of IEP goals
- Document all contact with parents, collaborations with general education teachers, and interventions with students
- Provide focused support to all supplemental programs being used by the special needs student to ensure participation and progress
- Communicate with parents and therapists to ensure that special education students are receiving the appropriate therapies
- Make modifications and accommodations to K¹² lessons and assessments as specified by the IEP
- Develop the student's IEP, meeting all annual review timelines and notification requirements
- Ensure the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state
- Ensure that all reevaluations are completed within specific timelines as defined by state agency
- Attend all required professional development
- Collaborate with general education teachers to ensure full inclusion and success of student in the general education classroom
- Collaborate with the general education teachers on all progress, semester and grade reports
- Collaborate with general education teachers regarding "at-risk" students to support the development and implementation of interventions within the regular classroom
- Maintain all required reports as assigned by the Special Education Manager including student progress reports
- Ensure that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP
- Serve as proctors for site-based proctored exams
- Participate in the school's self-evaluation programs
- Support the school administration in the enrollment of special education students

Qualifications:

3+ years of teaching experience at the High School level preferred
Appropriate state certification as HQT Special Education Teacher
Experience in a charter school environment preferred

Great organizational and time management skills

Flexible schedule

Proficiency in Microsoft Excel, Word and Outlook

Experience using search engines (Internet) for research projects

Experience using a student information system and/or other type of database preferred

Strong communication skills with regular educators and parents

Professional Responsibilities

Build community by contributing to school message boards, newsletter and events

Participate in staff meetings and professional development sessions

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Job Description: Guidance Counselor

Qualifications:

- Master's degree or equivalent work experience
- Delaware state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card and background check
- Proficient in MS tools, search engines, database systems
- Experience as a teacher of students in grades 6-12
- Experience with Delaware and Federal laws and mandated reporting.
- Experience in a charter school environment

Responsibilities:

- Deliver guidance curriculum supporting student development.
- Analyze student data and develop data driven programs for intervention action plans to include improved academic performance, retention, graduation and matriculation rates.
- Provide responsive services to individuals or groups on academic and personal issues.
- Provide an individual planning system to guide students toward postsecondary goals.
- Key responsibility for student graduation plans and portfolios as required by state.
- Assist students in the acquisition of study skills, academic opportunities and benefits.
- Provide system support to strengthen the efforts of teachers, staff, and parents.
- Support standardized testing program; parent education; staff development.
- Other duties as assigned.

Reports to: Principal or their designee

Terms of appointment: yearly contract based on annual review

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

K¹² Classroom DE LLC

And

The New Maurice J. Moyer Academy, Inc.

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
K¹² Classroom DE LLC
And
The New Maurice J. Moyer Academy, Inc.

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT (“**Agreement**”) is made and entered into, by and between the New Maurice J. Moyer Academy (“New Moyer Academy” or “the School”) and K¹² Classroom DE LLC (“K¹²”) (each a “**Party**” together the “**Parties**”) as of the date signed by both Parties:

RECITALS

A. **WHEREAS**, The New Maurice J. Moyer Academy has been granted a charter by the Delaware Department of Education to operate the Moyer Academy; and

B. **WHEREAS**, the Parties intend this agreement to outline terms that will provide for the operation of an educational program serving grades six through twelve at the current facility of the Maurice J. Moyer Academy (“New Moyer Academy” or “New Moyer”); and

C. **WHEREAS**, K¹² and its Affiliates were established, among other things, for the following purposes:

- o promoting and encouraging new methods of effective education;
- o implementing innovative and effective instructional systems in elementary and secondary education; and

D. **WHEREAS**, K¹² will provide Moyer with a variety of educational products and services in furtherance of New Moyer Academy’s mission. These educational products and services include providing the highly regarded K12® Curriculum, school and learning management systems; teacher training, recruitment and management; financial accounting and reporting; school administration services; and other administrative and technology support services specified in this Agreement or as agreed to by the Parties; and

E. **WHEREAS**, the Parties agree that the New Moyer Academy will operate pursuant to Delaware laws applicable to the operation of charter schools, and K¹² will operate in accordance with New Moyer Academy’s responsibilities and authorities provided by such laws;

NOW, THEREFORE, the Parties mutually agree as follows:

1. **DEFINITIONS.** For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. **Affiliates.** An “Affiliate” of K¹² is an entity that controls, is controlled by, or under common control with K¹², where “control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. **Applicable Law.** Applicable Law is defined herein as the Constitution of the State of Delaware, the State education laws and/or code, the federal Elementary and Secondary Education Act, or the federal

Individuals with Disabilities in Education Act. Further, in performance of this Agreement, K¹² shall comply with all applicable federal, state and local laws, ordinances, codes and regulations. K¹² shall solely bear the costs of permits and other relevant costs required in the performance of this Agreement.

1.3. Educational Program. The resources, materials and services provided by K¹² pursuant to its responsibilities under this Agreement and the School Budget and Educational Plan established pursuant to Section 3.3 of this Agreement. The Educational Program shall include the Program Management Services and the Onsite Operational Services and Products as described herein, provided by either K¹² or the School.

1.4. Program Management and Technology Services. Program Management Services are all those instructional and educational-related activities that are necessary to fully implement classroom time devoted to teaching and learning at the standards outlined in this Agreement or higher. Also included are administrative, student and community relations, human resource services, financial accounting and reporting, compliance and record-keeping functions as necessary to run the School in execution of this Agreement and in compliance with state and federal law.

1.5. Onsite Operational Services and Products. Onsite Operational Services and Products are the services and products that must be provided at New Moyer Academy for operation of the Educational Program. Onsite Operational Services and Products shall include Teachers Equipment and Personal Property; Administrative and Support Staff; Curriculum; and Vendor Services as needed to comply with the provisions of this Agreement and the School Budget and Education Plan and to meet the student performance goals established herein.

1.6. Facility. The Facility is the current building and grounds housing Moyer located at 600 and 610 to 611 E. 17th Street, Wilmington, Delaware. It is anticipated, and this Agreement is contingent upon (see Section 22.14), K¹² securing such Facility with the entity that will then have ownership of the Facility, and leasing or sub-leasing the Facility to the New Moyer Academy at fair market value

1.7. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.8. School Revenues. Revenues are all revenues and income generated or appropriated for and received by or on behalf of the New Moyer Academy as attributed to any student currently in the School or previously in the school which includes, but is not limited to, the following sources based on enrollment and student eligibility: state and local per-pupil basic education funds and other public school state and local funding including funds calculated according to the formula outlined in Title 14, Sections 508 and 509 of the Delaware Code; any federal funds specific to the New Moyer Academy and/or its students; any other funding including but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 et seq., as amended) and any Special Education funds; and other income or revenue sources provided by law and obtained by K¹² for use at New Moyer which are not specifically excluded herein and all contributions and grants, subject to Section 7 below, received for use at New Moyer Academy and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of the Facility, or the implementation or maintenance of the Program Management Services for New Moyer Academy.

1.9. Program Expenses. Program Expenses are the expenditures established in the School Budget and Education Plan, and shall only include expenses directly related to the operation of the School and the provision of educational and related programs to the Students enrolled in the school.

1.10. School. The School is the combination of the Facility and all educational and related programs that will be offered at the New Moyer Academy during the Term of the Agreement.

School Budget and Educational Plan. The School Budget and Educational Plan is established pursuant Section 3.3 of this Agreement and shall satisfy the factors set forth in Title 14, Section 512 of the Delaware Code and be consistent with the recitals herein. Said plan shall be approved by the Parties in writing according to the process outlined in this Agreement.

1.11. Special Education Student. Any Student with an existing Individualized Education Plan (“IEP”) or for whom an IEP must be created upon or after enrollment/taking classes.

1.12. State. The State is the State of Delaware, for purposes of this Agreement.

1.13. Student. A Student is any student currently enrolled or previously enrolled and/or otherwise taking any course(s) in the New Moyer Academy.

1.14. Term. The Term of the Agreement is defined in Section 5 below.

2. K¹² RESPONSIBILITIES AND EDUCATIONAL PROGRAM.

2.1. The Parties agree that New Moyer Academy shall operate in accordance with the Delaware laws applicable to the operation of charter schools, and the New Moyer Academy will have the responsibilities and authorities provided by such laws, except to the extent that such laws relate to the charter application and approval process. In furtherance thereof, K¹² agrees to provide an Educational Program in accordance with Applicable Law. Said Educational Program shall include the following elements.

2.2. Description of K¹² Provided Program Management and Technology Services. In return for the Program Management Fee and Technology Fee described in Sections 6.1 and 6.2, K¹² shall provide Program Management Services and Technology Services to the School including: A qualified onsite principal, educational and curriculum consultants, teacher recruiting and management, financial and school administration support services provided by K¹² or an affiliate of K¹², student recruitment services, and enrollment system support. K¹² shall notify New Moyer Academy of any change in the positions of Vice President, School Solutions; Senior Director of Classroom Academics; or the Principal of New Moyer Academy in writing 14 working days before the change is instituted. These Management Services and Technology Services are further described in Exhibit A to this Agreement.

2.3. Description of Onsite Operational Services and Products. K¹² will provide the following onsite operational services and personnel to the School as referenced in Section 6.2:

2.3.1. Teachers and Instructional Providers. K¹² will recruit, select, and provide supervisory direction, training and disciplinary actions for teachers and instructional providers, including master and lead teachers. For purposes of this paragraph, “instructional positions” means all those positions involving duties and responsibilities which, if otherwise undertaken in the district schools, would require teacher certification.

2.3.2. Facility, Equipment and Personal Property. K¹² per Section 1.6 K¹² will acquire and manage the Facility and lease or sub-lease the facilities to the School. K¹² shall also arrange for other equipment and personal property necessary for the operation of the School which will be an Academy expense. K¹² will select or contract for qualified onsite support staff as it believes is necessary to provide necessary day-to-day routine maintenance of the Facility.

2.3.3. Administrative and Student Support Staff. K¹² will select or contract for qualified onsite administrative and student support staff as it believes is necessary to provide day-to-day operational support and all other operations related to the School. K¹² will recruit, select, and exercise supervisory direction, training and disciplinary actions for such staff. The cost of these related services will be those of the School.

2.3.4. Curriculum. K¹² will ensure the provision of all curriculum as established in the School Budget and Educational Plan. This will include the provision of K¹² curriculum as detailed in Exhibit A or other third party curriculum as agreed upon by the Parties.

2.4. Standards of K¹² Performance.

2.4.1. Educational Program. K¹² shall operate the Educational Program serving the educational needs of the students enrolled therein.

a. Mission Statement. K¹² and the New Moyer Academy shall operate New Moyer Academy under the mission statement set forth in the School Budget and Educational Plan.

b. Age, Grade Range. New Moyer Academy shall provide instruction to pupils in grades six through twelve as provided in the School Budget and Educational Plan.

d. Student Transfers and Exits. Any lawful student transfer out of the School shall be documented by a transfer form signed by the student's parent/guardian who affirmatively states that the student's transfer is voluntary. K¹² and the New Moyer Academy shall bi-annually collect and report to the Board, in a format required or approved by the Board exit data on all students transferring from or otherwise exiting the School for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure.

e. Goals, Objectives, Pupil Performance Standards. K¹² and the New Moyer Academy shall pursue and make adequate progress toward the achievement of the goals, objectives and pupil performance standards consistent with those set forth in the School Budget and Educational Plan. Such goals, objectives and pupil performance standards shall at all times remain in compliance with applicable federal and state laws and nothing in this Agreement shall be interpreted as permitting K¹² to not comply with statutory and regulatory student performance requirements.

f. Evaluation of Pupils. K¹²'s and the New Moyer Academy plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at New Moyer Academy falls below those standards, shall be consistent with the School Budget and Educational Plan described herein.

g. Curriculum. The curriculum established by K¹² shall be consistent with the School Budget and Educational Plan Application and as otherwise modified or supplemented herein. K¹² shall notify the Board in writing of any material change in its curriculum subsequent to the date of the final School Budget and Educational Plan.

j. Attendance. K¹² and the New Moyer Academy shall maintain accurate enrollment data and daily records of student attendance.

2.4.2. Confidentiality of Records. K¹² and the New Moyer Academy will maintain the confidentiality of School personnel, student and other records in accordance with the requirements of Applicable State and Federal Law. New Moyer Academy recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"), K¹² has a legitimate educational interest for purposes of the disclosing a student's

educational records to K¹². New Moyer Academy shall define “school officials” and “legitimate educational interest” as permitted by FERPA, broadly enough to permit K¹² to provide the Educational Program to the students of New Moyer Academy.

2.4.3. Licensure or Other State Requirements. In fulfillment of this agreement, K¹² will comply with all applicable licensure or other requirements of the State and any regulations promulgated there under applicable to persons who perform such services. K¹² and all subcontractors represent that they are properly licensed and authorized to transact business in the State of Delaware as provided in 30 Del. C. § 2301.

2.4.5. Non-Discrimination. K¹² prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, religion, and sexual orientation. K¹² acknowledges that New Moyer Academy has an obligation to ensure that public funds are not used to subsidize private discrimination. K¹² recognizes that if they refuse to hire or do business with an individual or company due to reasons of race, color, gender, ethnicity, disability, national origin, age, or any other protected status, New Moyer Academy may declare K¹² in breach of the Agreement, terminate the Agreement, and designate K¹² as non-responsible.

3. **NEW MOYER ACADEMY RESPONSIBILITIES.**

3.1. Payment. New Moyer Academy shall provide payments as provided for in this Agreement to K¹² and shall use all School Revenues and other School funding to pay Program Expenses.

3.2. Oversight of K¹² and New Moyer Academy. New Moyer Academy shall be responsible for monitoring K¹²'s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. K¹² shall reasonably cooperate with such monitoring and oversight. K¹² shall designate a single point of contact for the State with regard to services and work performed for New Moyer Academy pursuant to Section 2.2 above. K¹² shall additionally designate an on-site point of contact for New Moyer Academy for services and work performed pursuant to Section 2.3 above.

3.3. School Budget and Educational Plan. The Parties acknowledge and agree that it shall be the responsibility of K¹² to recommend a School Budget and Educational Plan (also referred to as the “Plan”), for the operation of the School. K¹² shall provide the Board of the New Moyer Academy with a draft School Budget and Educational Plan no later than July 30 of any school year during the Term. The Board of the New Moyer Academy will adopt a final School Budget and Educational Plan no later than August 16 of any school year. The School shall use all School Revenues and other School funding to pay only Program Expenses

4. **FINANCIAL MATTERS.**

4.1. Financial Reports. New Moyer Academy may request that K¹²: (i) prepare and submit reports on New Moyer Academy's finances in addition to those financial reports required by Applicable Law; or (ii) provide the New Moyer Academy with such other information as reasonably necessary and appropriate to enable the New Moyer Academy to monitor performance, including the effectiveness and efficiency of New Moyer Academy's operations.

4.2. Management and Financial Controls. At all times, K¹² shall maintain appropriate governance and managerial procedures and financial controls, which procedures and controls shall include, but not be limited to: (1) use of appropriate accounting methods as required by the State and Federal governments; (2)

processing of school payroll; (3) procedures for the creation and review of monthly and quarterly financial reports, and (4) internal control policies and procedures for the protection of State and School assets.

4.3. Annual Audits. K¹² and the School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the “Financial Audit”), to be performed annually by an outside independent auditor that must be retained by the Board by June 30th of each school year. The cost of such Audit will be included in Program Expense. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on internal controls over financial accounting and reporting based on an audit of financial statements performed in accordance with Government Auditing Standards, Generally Accepted Accounting Principles (GAAP) and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the School Performance Framework.

4.4. Quarterly Financial Reports. K¹² shall prepare or cause to be prepared quarterly financial reports for the New Moyer Academy, including an expenditure allocation report outlining payment made for costs incurred by the School in the delivery of the educational products and services as defined in the School Budget and Educational Plan herein, which shall be provided to New Moyer Academy Board on or before the tenth (10th) workday of each month succeeding a quarter close during the school year..

5. **TERM OF AGREEMENT.**

5.1 Term. This Agreement will become effective upon the date of full execution by the Parties, subject to completion of the document defined in Section 1.10 above and the contingency described at Section 22.14 below, and will terminate on June 30th, 2021 (“**Initial Term**”) unless sooner terminated under the Section 11 of this Agreement. This Agreement will automatically renew for a period of seven (7) years (“**Renewal Term** unless one of the Parties provides notice at least twenty four (24) months prior to the expiration of the Initial Term, or any Renewal Term.

6. **FEES**

6.1 Program Management Fee. Up to ten percent (10%) of the Program Revenue for New Moyer Academy will be paid to K¹² for Program Management Services as outlined in Section 2.2 and Exhibit A.

6.2 Technology Fee. Up to five percent (5%) of the Program Revenue for the New Moyer Academy shall be allocated for the Technology Services described in Section 2.2 herein and in Exhibit A.

6.3 Educational Products, Pupil Recruiting and Product Related Services (Educational Products). In consideration of the value of the Educational Products provided by K¹² as specified in detail in Exhibit A, the School will pay K¹² and its Affiliates for the Educational Products based on the then current National K¹² Managed School Pricing for similarly situated schools (“**Product Price List**”). Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the School

agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year at K¹²'s reasonable discretion and communicated to the School during the annual budget process.

7. **GRANTS AND DONATIONS.**

7.1. Grants and Donations for the School. New Moyer Academy and K¹² may, together or independently, to support implementation of the Educational Program for New Moyer Academy, solicit and receive grants and donations from public funds through competitive or non-competitive processes provided, however, that any solicitation of such grants and donations for use by K¹² will be subject to the approval of the New Moyer Academy. Such grants and donations will be deemed to be included in Program Revenues, unless otherwise agreed to in writing between New Moyer Academy and K¹². New Moyer Academy and K¹² may accept gifts, donations or grants from private sources, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that New Moyer Academy or K¹² solicit such funding, it shall comply with all applicable State and Federal laws regarding the reporting of charitable solicitations.

7.2. Grants and Donations for K¹². Nothing in this Agreement will be construed to prohibit K¹² from soliciting funds or grants solely for non-School related purposes and using such funds or grants solely for such non-School related purposes.

8. **PERSONNEL SUPPORTING THE NEW MOYER ACADEMY.**

8.1. K¹² Staff Supporting Program Management Services. To satisfy its obligations under this Agreement, K¹² will assign educational and program management personnel as deemed necessary by K¹². This will include the Principal of New Moyer Academy. The responsibilities and performance of K¹²'s staff will be consistent with Applicable Law. Such personnel may be assigned on a full- or part-time basis. K¹² will have the sole authority to select, supervise, evaluate, transfer, promote, discipline and dismiss its staff members. K¹² will be responsible for arranging for criminal background checks to be conducted on its employees to the extent required under Applicable Law. Upon New Moyer Academy's request, K¹² will provide New Moyer Academy with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

8.2. Employment of Teachers. The School's teachers shall be employed by the Board and deemed employees of the State of Delaware under the conditions outlined by Title 14, Section 507 Delaware Code and related regulations, including enrolling qualified staff for benefits as permitted by subsection (e) therein. Teachers may work on a full- or part-time basis. Each teacher must be qualified in his or her grade levels and subjects, hold a valid teaching certificate to the extent required under Applicable Law, and have applied for or completed a criminal background check and unprofessional conduct check to the extent required under Applicable Law.

8.3. Administrative, Facility, and Student Support Staff. K¹² shall select other onsite administrative, facility and student support staff or vendors for the School. K¹² shall have sole discretion, within the parameters of the School Budget and Educational Plan, to choose how to meet such administrative, facility and student support needs with staff or through contractual relations with third party vendors. Any administrative, facility and student support positions that are not filled by contracting with K¹² or a third party vendor shall be filled by individuals who will be deemed employees of the State of Delaware under the conditions outlined by Title 14, Section 507 Delaware Code and related regulations, including enrolling qualified staff for benefits as permitted by subsection (e) therein.

9. **RELATIONSHIP OF THE PARTIES.**

9.1. **Status of the Parties.** As an independent contractor, K¹² has no authority to bind or commit New Moyer Academy. Nothing herein shall be deemed or construed to create a joint venture, partnership, fiduciary or agency relationship between the Parties for any purpose. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K¹² is authorized to take action on behalf of the School. The New Moyer Academy will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K¹² to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K¹².

10. **OTHER SCHOOLS.** The Parties acknowledge that K¹² and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**"). K¹² will maintain separate accounts for reimbursable expenses incurred on behalf of the School and Other Schools, if any.

11. **TERMINATION EVENTS.** Events of termination are as follows:

11.1. **Termination for Cause.** The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with thirty (30) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within thirty (30) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity.

11.2. **Termination upon Loss of School Approval.** This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the New Moyer Academy provides written notice that it has terminated, revoked, or non-renewed the regulatory authority under which the School operates, or (ii) upon a final adverse determination by the highest court in the State that the School Budget and Education Plan is no longer valid under law or its ruling has the effect of terminating the School Budget and Education Plan.

11.3. **Termination for Failure to Approve Budget.** In the event that the New Moyer Academy does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal therefore by K¹², K¹² may terminate this Agreement effective at the end of the 2010-2011 school year.

11.4. **Termination in the Event of Certain Changes in School Policies.** K¹² may terminate this Agreement effective immediately upon written notice to the New Moyer Academy in the event that the New Moyer Academy adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined to require K¹² to increase materially the financial risk to K¹² arising from its performance of its obligations hereunder, thus rendering K¹²'s performance economically unviable. In the event the New Moyer Academy adopts such an adverse policy in the middle of a school year, K¹² agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

11.4.1. Validity and enforcement of this Agreement is subject to appropriations by the General Assembly of the specific funds necessary for contracted performance. Should such funds not be so appropriated New Moyer Academy may immediately terminate this Agreement, and absent such action this Agreement shall be

terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available, at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds. Notwithstanding any other provisions of this Agreement, this Agreement shall terminate and New Moyer Academy's obligations under it shall be extinguished at the end of the fiscal year in which New Moyer Academy fails to appropriate monies for the ensuing fiscal year sufficient for the payment of all amounts which will then become due.

11.5. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within ninety (90) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year unless earlier termination is necessary to protect the health, welfare, or safety of students.

12. TERMINATION EFFECTS. Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in this Agreement or in writing, termination does not relieve the New Moyer Academy of any obligations for payments outstanding to K¹² as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in this Agreement or in writing, the New Moyer Academy shall owe for all products and services rendered in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

12.3. Termination For Loss of Charter. If termination pursuant section 11.2 is caused by the actions or inactions of the Board, K¹² reserves all of its rights to pursue any claims allowed by law to recover any damages K¹² suffers as a result of the termination.

13. INTELLECTUAL PROPERTY RIGHTS.

13.1. Authority to Sublicense. The New Moyer Academy acknowledges and agrees that K¹² has the right to sublicense from its Affiliates for use at the New Moyer Academy certain intellectual property rights and interests in and to K¹² and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, website design and domain numbers and names for K¹², its Affiliates and other materials created for the New Moyer Academy relating to the New Moyer Academy, and curricular materials and any and all customizations and derivative works thereof (collectively, "**K¹² Proprietary Materials**"). The New Moyer Academy further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the K¹² Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the K¹² Proprietary Materials, (ii) it has no right to use the K¹² Proprietary Materials unless expressly agreed to in writing by K¹², and (iii) K¹² and its Affiliates (and respective licensors as the case may be) own all intellectual property rights in and to the K¹² Proprietary Materials.

13.2. Sub-License of K¹² Proprietary Materials. K¹² hereby grants the New Moyer Academy for use at the School a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use and distribute the K¹² Proprietary Materials solely in connection with the School's operations as contemplated in this Agreement. Notwithstanding the foregoing, New Moyer Academy shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K¹² Proprietary Materials, (ii) sublicense any rights under this Agreement without the advance written approval of K¹², which approval may be withheld by K¹² in its sole discretion, or (iii) frame any website owned by K¹². Upon the termination of such license, New Moyer Academy will cease use of the K¹² Proprietary Materials, and will return all K¹² Proprietary Materials to K¹² promptly, including those in the possession of the School or New Moyer Academy, the Principal, any teachers and School employees participating in the New Moyer Academy, and students participating in the New Moyer Academy.

13.3. Rights of K¹² in K¹² Proprietary Marks. The New Moyer Academy acknowledges and agrees that, as between New Moyer Academy and K¹², K¹² only has the right to sublicense certain intellectual property rights and interests in and to K¹² and its Affiliate's trademarks, service marks, and trade names (including K¹², K¹² (& Design), trade names, trade dress, and the logo names and design(s) for the New Moyer Academy as well as those featured in Exhibit B (collectively, "**K¹² Proprietary Marks**"). New Moyer Academy further acknowledges and agrees that it has no intellectual property interest or claims in the K¹² Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the K¹² Proprietary Marks and has no right to use the K¹² Proprietary Marks except in the limited capacity as set forth in this Section or unless expressly agreed to in writing in advance by K¹², which agreement K¹² may withhold in its sole discretion. Third-party products within the scope of this Agreement are warranted solely under the terms and conditions of the licenses or other agreements by which such products are governed.

13.4. Sub-License of K¹² Proprietary Marks. K¹² hereby grants the New Moyer Academy for use at the School a royalty-free, non-exclusive, non-transferable sublicense, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use the K¹² Proprietary Marks relating to the School solely in connection with the operations of the New Moyer Academy as contemplated in this Agreement. Notwithstanding the foregoing, the School will not be permitted to sublicense any rights under this Agreement without the advance written approval of K¹², which approval may be withheld by K¹² in its sole discretion. Upon the termination of such license, New Moyer Academy will cease use of the K¹² Proprietary Marks.

13.5. Limitations on Use of K¹² Proprietary Materials and K¹² Proprietary Marks by New Moyer Academy. The New Moyer Academy will use the K¹² Proprietary Materials and the K¹² Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing license rights, the New Moyer Academy agrees not to alter, copy, disassemble, reverse engineer or modify the K¹² Proprietary Materials and/or the K¹² Proprietary Marks in any way, nor will the New Moyer Academy act or permit action in any way that would impair the rights of K¹² in them. The New Moyer Academy's authorized use will not create any right, title, or interest in or to the K¹² Proprietary Materials or the K¹² Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K¹² will have the right to monitor the quality of the New Moyer Academy's use of the K¹² Proprietary Materials and the K¹² Proprietary Marks, and the New Moyer Academy will notify K¹² promptly in writing of any known infringement thereof and of any use of K¹²'s Intellectual Property (including the K¹² Proprietary Materials, and/or the K¹² Proprietary Marks) by an unauthorized party, other than set forth or contemplated by this Agreement, of which New Moyer Academy becomes aware. K¹² and New Moyer Academy agree to reasonably assist each other in pursuing measures to prevent further use of K¹²'s Intellectual Property by said unauthorized party. Any references to or use of the K¹² Proprietary Materials or the K¹² Proprietary Marks by New Moyer Academy will contain the appropriate trademark, copyright or other legal notice provided

from time to time by K¹² and will be subject to additional trademark usage standards developed by K¹² and modified from time to time by K¹² with advance notice in writing.

13.6. All materials, information, documents, and reports, whether finished, unfinished, or draft, developed, prepared, completed, or acquired by K¹² for New Moyer Academy relating to the services to be performed hereunder shall become the property of New Moyer Academy and shall be delivered to New Moyer Academy's designated representative upon completion or termination of this Agreement, whichever comes first. K¹² shall not be liable for damages, claims, and losses arising out of any reuse of any work products on any other project conducted by New Moyer Academy. New Moyer Academy shall have the right to reproduce all documentation supplied pursuant to this Agreement.

K¹² retains all title and interest to the data it furnished and/or generated pursuant to this Agreement. Retention of such title and interest does not conflict with New Moyer Academy's rights to the materials, information and documents developed in performing the project. Upon final payment, New Moyer Academy shall have a perpetual, nontransferable, non-exclusive paid-up right and license to use, copy, modify and prepare derivative works of all materials in which K¹² retains title, whether individually by K¹² or jointly with New Moyer Academy. Any and all source code developed in connection with the services provided will be provided to New Moyer Academy, and the aforementioned right and license shall apply to source code. The Parties will cooperate with each other and execute such other documents as may be reasonably deemed necessary to achieve the objectives of this Section.

In no event shall K¹² be precluded from developing for itself, or for others, materials that are competitive with the Deliverables, irrespective of their similarity to the Deliverables. In addition, K¹² shall be free to use its general knowledge, skills and experience, and any ideas, concepts, know-how, and techniques within the scope of its consulting practice that are used in the course of providing the services.

Notwithstanding anything to the contrary contained herein or in any attachment hereto, any and all intellectual property or other proprietary data owned by K¹² prior to the effective date of this Agreement ("Preexisting Information") shall remain the exclusive property of K¹² even if such Preexisting Information is embedded or otherwise incorporated into materials or products first produced as a result of this Agreement or used to develop such materials or products. New Moyer Academy's rights under this section shall not apply to any Preexisting Information or any component thereof regardless of form or media

13.7. Publicity/Press Release. K¹² may use the School's name and references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. New Moyer Academy and K¹² shall have reciprocal obligations for at least 24 hour oral notification prior to press releases or other public statements that specifically reference either Party and regards the New Moyer Academy.

14. **LIMITS ON LIABILITY AND DAMAGES.**

14.1 LIMIT OF LIABILITY. K¹²'S MAXIMUM LIABILITY AND OBLIGATION TO THE NEW MOYER ACADEMY AND NEW MOYER ACADEMY'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT.

14.2 CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES,

BUSINESS INTERRUPTIONS, DELAY DAMAGES, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K¹²'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K¹² HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K¹² IN BREACH OF THIS AGREEMENT.

14.4 If New Moyer Academy promptly notifies K¹² in writing of a third party claim against New Moyer Academy that any Deliverable infringes a copyright or a trade secret of any third party, K¹² will defend such claim at its expense and will pay any costs or damages that may be finally awarded against New Moyer Academy. K¹² will not indemnify New Moyer Academy, however, if the claim of infringement is caused by (1) New Moyer Academy's misuse or modification of the Deliverable; (2) New Moyer Academy's failure to use corrections or enhancements made available by K¹²; (3) New Moyer Academy's use of the Deliverable in combination with any product or information not owned or developed by K¹²; (4) New Moyer Academy's distribution, marketing or use for the benefit of third parties of the Deliverable or (5) information, direction, specification or materials provided by Client or any third party. If any Deliverable is, or in K¹²'s opinion is likely to be, held to be infringing, K¹² shall at its expense and option either (a) procure the right for New Moyer Academy to continue using it, (b) replace it with a noninfringing equivalent, (c) modify it to make it noninfringing. The foregoing remedies constitute New Moyer Academy's sole and exclusive remedies and K¹²'s entire liability with respect to infringement.

15. **ASSIGNMENT.** Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party. Except as prohibited by Applicable Law, K¹² may assign all of its rights and obligations under this Agreement to any Affiliate. K¹² may delegate the performance of its duties hereunder to any person or entity but K¹² shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegates.

As consideration for the award and execution of this Agreement by the State, K¹² hereby grants, conveys, sells, assigns, and transfers to New Moyer Academy all of its right, title and interest in and to all known or unknown causes of action it presently has or may now or hereafter acquire under the antitrust laws of the United States and the State of Delaware, relating to the particular goods or services purchased or acquired by New Moyer Academy pursuant to this Agreement.

16. **INDEMNITY.** The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

16.1 **Indemnification of the New Moyer Academy.** K¹² will indemnify, defend, and save and hold State of Delaware, New Moyer Academy and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K¹² pursuant to this Agreement, (b) noncompliance by K¹² with

any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the New Moyer Academy's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K¹², (c) act or omission of K¹² or any of its employees, officers, directors, trustees, subcontractors or agents in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the School or the New Moyer Academy, and (d) any and all supervisory acts or omissions by K¹² that result in a Claim by teachers or other staff or contractors working at New Moyer Academy.

10.1. Indemnification of K¹². The School will indemnify, defend, and save and hold K¹² and each other Affiliate of K¹² and all of their respective employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all Claims that may arise out of, or by reason of, any (a) breach or any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the School or Board with any Applicable Law in connection with School's operations, (c) act or omission of the School or Board or any of its employees, officers, directors, trustees, subcontractors or agents in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K¹², and (d) for any Claims that are related to the School's or Board's action or inaction with respect to the enrollment, placement and provision of services to any Special Education Students.

16.2 Indemnification Procedures.

16.2.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.2.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of principal that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section 17.

17. INSURANCE COVERAGE.

17.1 Liability Coverage. The School will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the School set forth in Section 17, and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the School, for not less than \$5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance (excluding D&O and E&O insurance) will include K¹² and its Affiliates and their respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

17.2 Evidence of Insurance. The School will furnish a certificate of insurance evidencing such coverage to New Moyer Academy within thirty (30) days after the effective date of this Agreement. Thereafter, the School will provide thirty (30) days' advance written notice to of any cancellation or material adverse change to such insurance. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on the indemnification obligations under Section 16.

17.3 Workers' Compensation Insurance. K¹² will initiate and maintain workers' compensation insurance of \$500,000 Coverage B for its employees working at or for New Moyer Academy, and as required by Applicable Law.

17.4 Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. **REPRESENTATIONS AND WARRANTIES.**

18.1 Representations and Warranties of K¹². K¹² hereby represents and warrants to New Moyer Academy:

18.1.1. Organization and Good Standing. K¹² is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K¹² has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K¹² and constitutes the valid and legally binding obligation of K¹², enforceable against K¹² in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Professional Services. K¹² warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K¹² AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K¹² MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K¹² WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE REASON.

18.1.4. K¹² warrants that no person or selling agency has been employed or retained to solicit or secure this Agreement upon an agreement or understanding for a commission, or a percentage, brokerage or contingent fee. For breach or violation of this warranty, New Moyer Academy shall have the right to annul this Agreement without liability or at its discretion deduct from the contracted price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

18.1.5. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K¹², its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification or usage by New Moyer Academy, the School, its employees or students; or (c) where there has been improper site preparation or site environment by New Moyer Academy, the School, its employees or students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2 Representations and Warranties of the New Moyer Academy. The New Moyer Academy hereby represents and warrants to K¹²:

18.2.1. Power and Authority; Authorization; Binding and Enforceable Agreement. The New Moyer Academy has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the New Moyer Academy and constitutes the valid and legally binding obligation of the New Moyer Academy and the State of Delaware, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.2. Authority Under Applicable Law. The New Moyer Academy has the authority under Applicable Law to: (i) contract with a management company to obtain the Services, Administrative Services and/or Technological Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.3. Non-Contravention. The execution, delivery and performance of this Agreement by the New Moyer Academy will not constitute, under any other agreement, note, lease, or other instrument to which the New Moyer Academy is a party or by which it or any of its assets is bound, any violation, breach or event of default by the New Moyer Academy or any other party thereto.

18.2.4. Provision of Authority to K¹². The New Moyer Academy has provided and will provide K¹² with all authority and power necessary and proper for K¹² to undertake its responsibilities, duties, and obligations provided for in this Agreement.

18.2.5 Mutual Warranties. Each Party warrants to the other that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

19. **OFFICIAL NOTICES**. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three (3) days after mailing as described in clauses (i) and (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement.

The addresses of the Parties are:

For K¹²:
Senior Vice President of School Development
K¹²
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7330

With Copy To:
General Counsel
K¹²
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7496

For New Moyer Academy:

With Copy To:

Xxxxx
X

Xxxxx
X

20. **NON-SOLICITATION/NON-HIRING.**

20.1 Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any consultant or employees of the other Party or their related companies if that consultant or employee or former consultant or employee had been assigned to or worked under this Agreement.

20.2 Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee’s base starting salary with the new employer, or seek any legal or equitable relief against such actions.

20.3 Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party’s employee, former employee or consultant as provided for in Section 20.

21. **DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.**

21.1 Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the designated contact of the other Party. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the general manager for the New Moyer Academy and the Associate Secretary/COO, EVP of School Management and Services for K¹². If the dispute is not resolved after five (5) business days thereafter, then the Parties shall escalate the effort to resolve to the New Moyer Academy Secretary or designee and the CEO for K¹² who shall have five (5) days to seek resolution of the matter. The Dispute Resolution Procedures described herein will be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the Dispute Resolution Procedures; and (ii) the relevant dispute is not resolved within the time periods provided under herein.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes through a process of mediation in the State of Delaware under the supervision of a mutually agreed upon mediator. In the event that mediation fails to settle such a dispute, the Parties hereby agree to proceed to arbitration in the State of Delaware, pursuant to the then existing applicable rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered by a state or federal court may be registered in an appropriate court in the State of Delaware. Each Party will bear its own costs and expenses associated with the Dispute Resolution Procedures set forth in this Section 21, except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing Dispute Resolution Procedures, the New Moyer Academy acknowledges that in the event it breaches any provision contained in the Section entitled “Intellectual Property Rights”, K¹² may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K¹² may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the Dispute Resolution Procedures set forth above. K¹² will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security unless required by the court, in addition to its right to seek monetary damages or any other remedy. The decision by K¹² not to seek judicial relief during the above described Dispute Resolution Procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Jurisdiction and Venue. In the event any dispute is not resolved or resolvable by the procedures set forth in Section 21, each Party: (a) irrevocably and unconditionally consents and submits to the jurisdiction of the state and federal courts located in the State of Delaware for purposes of any action, suit or proceeding arising out of or relating to this Agreement; (b) agrees that service of any process, summons, notice or document by U.S. registered mail to the address set forth opposite the name of such Party at the end of this Agreement shall be effective service of process for any such action, suit or proceeding brought against such Party, except there is no waiver of the requirements under 10 Del. C. §3103(c); (c) irrevocably and unconditionally waives any objection to the laying of venue of any action, suit or proceeding arising out of or relating to this Agreement in any state or federal court located in the State of Delaware; and (d) irrevocably and unconditionally waives the right to plead or claim, and irrevocably and unconditionally agrees not to plead or claim, that any action, suit or proceeding arising out of or relating to this Agreement that is brought in any state or federal court located in the State of Delaware has been brought in an inconvenient forum.

21.5. Disputed Amounts. If New Moyer Academy disputes any charge invoiced by K¹² (“Disputed Amounts”), the New Moyer Academy must submit a good faith claim in writing regarding the Disputed Amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the then-current Fiscal Year audit regarding the Disputed Amount

21.6. Governing Law. The laws of the State of Delaware without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

22. MISCELLANEOUS.

22.1. Coordination; Exercise of Approval or Consent Rights.

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K¹²'s legal counsel and the Department's legal counsel will consult from time to time with respect to the requirements of Applicable Law and the policies as they relate to the New Moyer Academy's operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.

22.5. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.6. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.7. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.8. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement.

22.9. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.10. No Third-Party Rights. This Agreement is made for the sole benefit of New Moyer Academy and K¹² and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K¹², which shall be a third party beneficiary of this Agreement, nothing in this

Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.11. State of Delaware and New Moyer Academy do not waive sovereign immunity by entering into this Agreement and fully retain all immunities and defenses provided by law with regard to any action based on this Agreement.

22.12. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.13. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of Delaware Department of Education Signed: _____ Name: _____ Position: _____ Date: _____	For and on behalf of K¹² Classroom DE LLC Signed: _____ Name: _____ Position: _____ Date: _____
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EXHIBIT A
Curriculum and Services

I. Educational Products and Product Related Services: During the Term, K¹² and its Affiliates will provide or cause to be provided to the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K¹² will provide a license for and access to: (i) the K¹²® Curriculum and associated learning management system for grades 6 through 12 in Language Arts, Math, Science, History, Art and Music, foreign language associated learning management system for grades 9 through 12, in addition to electives per the K¹² course catalogue; and (iii) any third party curriculum K¹² generally offers its Schools, in each case for such courses required by Applicable Law.
2. Instructional Tools. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K¹² determines in its discretion to be necessary to deliver the Educational Program.
3. Product Related Services. Pupil Recruitment as agreed to by the parties in the annual Plan and related services are included in the cost of the curriculum and materials in the Product Price List:
 - a. Additional Instructional Support. K¹² will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the School may require for the Educational Products and related offerings.
 - b. Admissions. Implementation of the School’s admissions policy, including management of the application and enrollment process; creation, design and publication of Program’s applications and enrollment packages; and communicating with potential students and their families and assisting families through the enrollment process; conduct random lottery if required.
 - c. Family Services. Plan and arrange school orientation sessions; represent the School at conferences and other events. Field and respond to incoming calls, letters, faxes, and e-mails about the School, its curriculum, the application/enrollment process, instructional materials, etc. Conduct focus groups, surveys, interviews, observation sessions, and/or user testing on the learning management system to obtain feedback on how to improve the School and curriculum, as appropriate. Create “feedback buttons” on lessons so that Students, their parents, and teachers may submit comments and suggestions; respond to suggestions and implement improvements where K¹² deems them to be valuable. Conduct exit interviews with those Program students and their parents who withdraw in order to learn more about how to improve the Program for students. Create and distribute a parent manual and/or student handbook which includes a starting kit for logging onto the learning management system. Assist with the design and implementation of parent orientation sessions.
 - d. Facility. K¹² will secure the current Facility, as per Section 2.3.2., under terms acceptable to both the then current owner and K¹². K¹² will then lease or sub-lease the Facility to the School.
 - e. Computers Students will have access to computers as necessary and deemed appropriate by K¹². Such access may be provided on-site or off-site.

f. High School Services: As requested and as available, K¹² may offer the following for High School students:

- i. Social Networking – Access to a monitored, private, virtual social community for students, parents and teachers to communicate and connect. Each K¹² sponsored school will also have its own sub-community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.
- ii. Counseling Tools - Web-based counseling tool(s) to support college, career planning and exploration. Specifically the tool(s) may include:
 1. Counselor's Office - Web-based system allows college and career counselors to collect and organize detailed information about students' post-secondary plans;
 2. Course Manager - Fully automated system to help students choose the courses they'll need to achieve their post-secondary goals;
 3. Family Connection - Provides students and families access to age/grade-appropriate resources for course, college, and career planning. Counselors can build multi-year course plans, conduct targeted college searches, research scholarships, etc.;
 4. Career Planner - Integrated so students and parents can see how career decisions relate to course and college planning activities, and counselors can guide and track student progress.

II. Administrative Services: During the Term, K¹² and its Affiliates will provide or cause K¹² to be provided to School the administrative services (the “Administrative Services”) set forth below. K¹² will provide the Administrative Services at School’s Facility and/or from K¹²’s offices in Herndon, Virginia and elsewhere, as deemed necessary in K¹²’s discretion.

1. Educational Program Consulting. Propose educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the Academy. K¹²’s recommendations for the Academy will be consistent with Applicable Law and the Charter.
2. Personnel Assistance. Assistance with the supervision of all personnel providing Educational Products, Administrative Services, and Technology Services. Management of all Academy employees including recruiting; hiring recommendations; reference, certification and background checks Work with Board to develop human resources policies, bonus plans, and strategic plans for staffing, development, and growth. Provide teacher performance evaluation models to School and advise School on effective ways to measure teacher performance.
3. Business Administration. Administration and / or oversight of all business aspects and day-to-day management of the Academy. These services shall include:
 - a. Consultation to the Board regarding the State of Delaware and other governmental offices and agencies;
 - b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
 - c. Consistent with the provisions of the Agreement, provide school administrative staff as appropriate;

- d. Work with School's counsel, if any, on legal matters affecting the Program which are not adverse to K¹²;
- e. Preparation of forms, operations manuals, handbooks, guides, and policies and procedures as reasonably necessary or required by the State or Board;
- f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
- g. Assist School in identifying and applying for grants and other funding opportunities;
- h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
- i. Arrange contracts with school districts and professional service providers for special education, testing and other support services on School's behalf;
- j. Establish and implement policies and procedures to maintain proper internal controls; and
- k. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.

4. **Budgeting and Financial Reporting.**

- a. Preparation of the proposed annual Budget for the Academy, including projected revenues, expenses and capital expenditures. The proposed budget will be submitted by K¹² to the School on or before July 1st preceding the start of the applicable school year covered by such proposed budget. On or about October 31 of each school year during the Term, K¹² will submit to the School any proposed modifications to the annual budget for that school year to take into account the actual student enrollment for such school year and other changes in key assumptions. K¹² shall also submit to the School from time to time any other proposed modifications to the annual budget as K¹² shall deem to be necessary or desirable, to be acted upon by the School consistent with Applicable Law and this Agreement.
- b. As reasonable and as possible, provide to the School on a periodic basis, detailed statements of all revenues received, by source, and detailed statements of all direct expenditures for services rendered to the Academy. .
- c. Provide the School all financial reports required under Applicable Law and by the Sponsor.
- d. Subject to any confidentiality obligations imposed on K¹² by third parties, provide the School such other information either required by the Sponsor to be made available to School or the Sponsor requested by the School, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.
- e. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K¹² will not be responsible for filing School's form 1023, but will work with School's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.

5. **Financial Management.**

- a. In accordance with School's expenditure authorization policy, K¹² will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all Program Expenses, out of the Academy funds (School Revenues) managed by K¹².
- b. All Academy funds will be maintained in an account(s) belonging to the Academy over which designated representatives of K¹² will have signature authority as approved by the Board. All Funds received will immediately be transferred to such account(s) including but not limited to per pupil payments or reimbursements received from the local school district, state, federal and/or any other source, as well as any and all contributions received by the Academy. .
- c. Perform necessary planning, forecasting, accounting and reporting functions, as appropriate.
- d. Assist and coordinate in independent third-party audit(s) of the School.

6. **Maintenance of Financial and Student Records.**

- a. K¹² will maintain and keep the records and books of the School at the Facility. K¹² may maintain electronic or paper copies of records and provide other services elsewhere, unless

prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K¹² has a legitimate educational interest for purposes of School disclosing to K¹² the School student's educational records.

b. K¹² will maintain accurate financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.

c. K¹² will maintain accurate student records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.

d. Ensure accessibility of School records to the School, Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all financial, educational and other records, regardless of source of origin, are the property of School. The Parties agree to maintain, retain, disclose, and withhold School records as may be required and in the manner required by Applicable Law.

7. Student Discipline. Provide necessary information and cooperate with School on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K¹² will recommend policy and procedures for School adoption consistent with Applicable Law.

8. Annual Reports to State of Delaware. Assist School with the creation, design, and arrangement for publication and dissemination of an annual report regarding the School.

9. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers, including Virtual National Teacher Training (VNTT), the initial training offered by the K¹² Teacher Effectiveness Division to all teachers using the K¹² program. Develop and maintain the K¹² Teacher Handbook, a resource guide with more than 200 pages of relevant information for teachers. Host the Teacher Support Website, an online community where teachers can interact with the K¹² Teacher Effectiveness Division and other teachers from across the country to share resources and expertise. Host the Teacher Help Desk, a drop-in resource for teachers to receive real-time assistance from the K¹² Teacher Effectiveness Division, open via phone, Elluminate or other synchronous technology, drop-in, and email to teachers forty hours each week. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers on topics related to teacher effectiveness. Develop and deliver Online Synchronous Instructor training, which ensures teachers as effective instructors using Elluminate, the and other classroom tools used by K¹².

10. State Policies and Charter Renewal. Assist School in complying with all applicable State policies as reasonably interpreted to apply to the School. Assist School with drafting the Charter renewal application, including working with the School to develop any necessary budgetary and curriculum information. Present and defend School's Charter renewal application before the State Charter Board.

11. Instructional Property Management. Prepare and submit to School proposed policies and procedures regarding the responsible use of computer equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of computers, printers and instructional materials for families, administrators, and teachers.

12. Public and Governmental Relations. Conduct public and governmental relations on the behalf of the School with the community, the media and relevant governmental offices and agencies, including drafting and distribution of School press releases.

13. Additional Administrative Services. Any other services as agreed to in writing by the K12 from

time to time.

III. Technology Services: During the Term, K¹² and its Affiliates will provide or cause to be provided to School the technology services (the “Technology Services”) described below. K¹² will provide the Technology Services at School’s Facility (defined below) and from K¹²’s offices, as deemed necessary and in K¹²’s discretion.

1. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Train school staff, and parents and students, as deemed appropriate and necessary, on technology systems;
5. Develop, design, publish, and maintain the Program’s interactive website;
6. Install and maintain the Program’s computer network;
7. Generate reports e.g., omnibus report, demographic reports, etc.;
8. Develop community tools on the school’s website and K¹² platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
9. Determine hardware configurations (including software and operating systems) for the school’s technology needs;
10. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
11. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
12. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
13. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and trouble shooting;
14. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
15. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
16. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
17. Assist with local, state, and federal reporting requirements;
18. Assist the school for audits related to attendance and other subjects;
19. Design and implement inventory management systems with the school’s distribution and hardware vendors, as well as reclamation programs, as needed;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not “version control” problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school’s website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K¹²’s discretion and any other services as agreed to in writing by the Parties from time to time.

The New Maurice J. Moyer Academy - Application Budget Worksheet						
State Local & Loan Revenue		FY 12	FY 13	FY 14	FY 15	FY 16
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1	State Appropriations	\$2,209,728	\$2,526,472	\$2,645,267	\$3,142,056	\$4,142,801
2	School District Local Fund Transfers	\$1,279,872	\$1,444,605	\$1,520,241	\$1,774,447	\$2,296,446
3	Prior Year Carryover Funds	\$0	\$0	\$0	\$0	\$0
4	Construction Loans	\$0	\$0	\$0	\$0	\$0
5	Equipment Loans	\$0	\$0	\$0	\$0	\$0
6	Other Loans	\$0	\$0	\$0	\$0	\$0
STATE LOCAL & LOANS REVENUE		\$3,489,601	\$3,971,077	\$4,165,509	\$4,916,503	\$6,439,247
State Local & Loans Expenses		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Personnel Salaries / Other Employer Costs						
7	Teachers	\$677,544	788,031	847,835	1,078,028	1,450,007
8	Principal/Administrative	\$229,000	\$232,435	\$266,372	\$341,417	\$346,538
9	Nurse	\$41,000	\$41,615	\$42,239	\$42,873	\$43,516
10	Clerical	\$70,500	\$71,558	\$133,531	\$135,534	\$137,567
11	Custodial	\$0	\$0	\$0	\$0	\$0
12	Substitutes					
13	Other	71,225	82,840	89,126	113,325	152,428
14	Other Employer Costs (25.44 % of Salaries)	277,110	309,472	350,844	435,323	541,886
15	Health Insurance	132,455	147,924	167,699	208,079	259,015
16	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$1,498,834	\$1,673,874	\$1,897,646	\$2,354,579	\$2,930,958
Student Support						
17	Transportation	\$146,172	170,008	182,910	232,572	312,822
18	Cafeteria	\$ 137,846	\$ 141,982	\$ 146,241	\$ 150,628	\$ 155,147
19	Extra Curricular	\$40,000	46,523	50,053	63,643	85,604
20	Supplies and Materials	23,436	4,035	16,116	4,198	4,282
21	Textbooks	\$0	\$0	\$0	\$0	\$0
22	Computers	\$25,668	50,497	35,452	53,261	128,403
23	Contracted Services	46,015	53,518	57,580	73,213	98,475
24	Other	40,450	79,580	55,870	83,935	202,352
SUBTOTAL STUDENT SUPPORT		\$459,587	\$546,143	\$544,223	\$661,451	\$987,085

The New Maurice J. Moyer Academy - Application Budget Worksheet						
	Operations and Maintenance of Facilities					
25	Insurance (Property/Liability)	\$17,000	19,772	21,273	27,048	36,382
26	Rent	\$665,000	\$671,650	\$678,367	\$685,150	\$692,002
27	Mortgage	\$0	\$0	\$0	\$0	\$0
28	Utilities	\$75,000	\$76,500	\$78,030	\$79,591	\$81,182
29	Maintenance	\$163,900	166,798	205,078	209,179	213,363
30	Telephone/Communications	\$5,000	5,100	5,202	5,306	5,412
31	Construction	\$0	\$0	\$0	\$0	\$0
32	Renovation	\$0	\$0	\$0	\$0	\$0
33	Other	268,528	273,899	279,377	284,964	290,663
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$1,194,428	\$1,213,719	\$1,267,325	\$1,291,238	\$1,319,004
	Administrative/Operations Support					
34	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
35	Equipment Purchase	\$5,400	5,508	5,618	5,731	5,845
36	Supplies and Materials	\$10,000	10,200	10,404	10,612	10,824
37	Printing and Copying	\$0	\$0	\$0	\$0	\$0
38	Postage and Shipping	\$7,200	7,344	7,491	7,641	7,794
39	Other	25,678	26,008	47,042	47,385	47,735
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$48,278	\$49,060	\$70,555	\$71,369	\$72,198
	Management Company					
40	Fees	\$33,633	\$50,185	\$51,572	\$63,005	\$88,073
41	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
42	Curriculum (Materials, OLS, Textbooks, Etc.)	185,048	358,674	250,877	376,531	913,144
43	Accounting and Payroll		\$0	\$0	\$0	\$0
44	Other	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL MANAGEMENT COMPANY	\$218,681	\$408,859	\$302,449	\$439,536	\$1,001,217
	STATE LOCAL & LOANS EXPENDITURES	\$3,419,809	\$3,891,655	\$4,082,198	\$4,818,173	\$6,310,462
	REVENUE LESS EXPENDITURES	\$69,792	\$79,422	\$83,310	\$98,330	\$128,785
	2 % CONTINGENCY CHECK	\$69,792	\$79,422	\$83,310	\$98,330	\$128,785

The New Maurice J. Moyer Academy - Application Budget Worksheet					
Federal Revenue	FY11	FY12	FY13	FY14	FY15
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Charter Federal Start-up Funds	\$0	\$0	\$0	\$0	\$0
Other Federal Funds	\$ 385,873	\$ 397,449	\$ 409,373	\$ 421,654	\$ 434,304
FEDERAL REVENUE	\$385,873	\$397,449	\$409,373	\$421,654	\$434,304
Federal Expenses					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Personnel Salaries / Other Employer Costs					
Teachers	37,000	38,110	39,253	40,431	41,644
Principal/Administrative	\$0	\$0	\$0	\$0	\$0
Nurse	\$0	\$0	\$0	\$0	\$0
Clerical	\$0	\$0	\$0	\$0	\$0
Custodial	\$0	\$0	\$0	\$0	\$0
Substitutes	\$0	\$0	\$0	\$0	\$0
Other	116,000	119,480	123,064	126,756	130,559
Other Employer Costs (25.44 % of Salaries)	38,923	40,091	41,294	42,532	43,808
Health Insurance	6,977	7,186	7,402	7,624	7,852
Other Benefits	40,935	42,163	43,428	44,731	46,073
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$239,835	\$247,030	\$254,441	\$262,074	\$269,936
Student Support					
Transportation	\$0	\$0	\$0	\$0	\$0
Cafeteria	\$0	\$0	\$0	\$0	\$0
Extra Curricular	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	102,712	105,793	108,967	112,236	115,603
Textbooks	\$0	\$0	\$0	\$0	\$0
Computers	\$0	\$0	\$0	\$0	\$0
Contracted Services	43,326	44,626	45,965	47,343	48,764
Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT	\$146,038	\$150,419	\$154,932	\$159,580	\$164,367

The New Maurice J. Moyer Academy - Application Budget Worksheet					
Operations and Maintenance of Facilities					
Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
Rent	\$0	\$0	\$0	\$0	\$0
Mortgage	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0
Maintenance	\$0	\$0	\$0	\$0	\$0
Telephone/Communications	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0
Renovation	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0	\$0	\$0	\$0	\$0
Administrative/Operations Support					
Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
Equipment Purchase	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0
Printing and Copying	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0	\$0	\$0	\$0	\$0
Management Company					
Fees	\$0	\$0	\$0	\$0	\$0
Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
Curriculum	\$0	\$0	\$0	\$0	\$0
Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY	\$0	\$0	\$0	\$0	\$0
FEDERAL EXPENDITURES	\$385,873	\$397,449	\$409,373	\$421,654	\$434,303
REVENUE LESS EXPENDITURES					
	\$0	\$0	\$0	\$0	\$0
2 % CONTINGENCY CHECK					



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TEACHER HANDBOOK

Dawna Taylor Thornton, Principal

Teacher Handbook

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Mission

The mission of the Maurice J. Moyer Academy is to provide an educational experience that inspires students to achieve their highest academic and personal goals, and to enable students to reach their full potential through a rigorous curriculum that provides traditional and pre-college options; an environment that promotes program continuity, personal integrity and self-awareness, and an enrichment program that features career experience and effective life skill.

Philosophy

We are committed to creating a learning environment for all students where:

- student achievement goals are set and consistently evaluated with relevant data in order to adjust instruction in the classroom and provide teacher accountability;
- students are self-disciplined and actively set and work towards goals for their futures;
- the comprehensive educational program for all students is aligned with Delaware state standards;
- the curriculum is enabled by technology to provide state-of-the-art, research-based learning opportunities for students of all abilities.

School Calendar 2010 -2011

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Employee Signature Page

Please read the information contained in the teacher handbook carefully. You must then sign one of the copies of the signature page and give it to, Mrs. Ragin, Human Relations Assistant. Thank you.

My signature indicates that I have read the staff handbook provided to me.

I understand that I must return this handbook at the end of the school year.

Faculty/Staff Printed Name

Faculty/Staff Signature

Date of Signature

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Standardized Professional Practices for Teachers

For the purpose of standardizing certain practices, which must be followed, a list of basic criteria has been compiled. These items will be a part of the staff evaluation process for faculty members of Moyer Academy

All faculty members:

- ✓ Will conduct themselves in a professional manner at all times when on campus.
- ✓ Will arrive and be in the classroom on time. Teachers’ workday is from 7:30 am to 4 pm.
- ✓ Are to use their planning time for exactly that purpose. Grade 6 teachers have a minimum of one plan period per day. The workload for middle and high school teachers is six periods per day with one period designated as a plan period. Permission from the principal, sign in and out is required if leaving school grounds.
- ✓ Will enforce school policies in their classroom as well as on school grounds.
- ✓ Will be prepared to teach each and every day.
- ✓ Are required to submit weekly lesson plans reflecting the Delaware State Standards and in the Moyer Lesson Plan Format (see Appendix)
- ✓ Must make themselves available for after school help sessions (other than special clubs or events) for thirty minutes after the final bell.
- ✓ Must vary their instructional methodology and testing/assessments of student performance.
- ✓ Will communicate with the student’s parent/guardian by 5:00 p.m. the day following the initial call by a parent.
- ✓ Must report to their assigned duty stations at appropriate times.
- ✓ Must keep a hard copy of their grade book / plan book to be submitted at the end of the school year.
- ✓ Must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by Administration.
- ✓ Must put request for field trips, guest speakers, fundraising activities, etc. in writing to the Administration at least two weeks prior to the event.
- ✓ Must participate in the extracurricular aspect of the school by moderating a club, service organization, or specialized class.
- ✓ Are prohibited from showing “R”, “PG-13”, and/or “PG” rated movies unless written permission is obtained from the school principal and the student’s parent/guardian. The principal must approve any movie shown by a teacher in the classroom.
- ✓ Will attempt to notify the school in the evening prior to taking a sick day.

I have read the Standardized Practices for Teachers and understand that I must comply with the above-stated directives.

Signature of Teacher

Date

Printed Name of Teacher

Teacher _____
Grade/Subject _____

Year _____
Years/School _____

Teacher Evaluations

Research and common sense show that effective and inspiring teachers are the most powerful force in improved student achievement. At Moyer, we aim for these qualities in all of our teachers. All teachers, at the minimum, will be Highly Qualified. All will be held to a high standard that require teachers to respond to a variety of resources and standards in the practice and refinement of their teaching strategies and techniques. All teachers and specialists will be evaluated using the Delaware Performance Appraisal System, Second Edition (DPAS II) in accordance with DE code 12 and Administrative Regulations 106 and 107. All evaluators will be trained and certified as Evaluators by DOE, At Moyer we will supplement DPAS II with work from The Clinical Teaching Model, Robert Marzano's Essential 9, and K12's teacher professional development plan.

The Moyer evaluation has four distinct strands:

1. Administrative Observation and review
2. Peer Study and Assessment
3. Testing Data Analysis and Measurement
4. Community Survey

Administrative Observation and Review

At the beginning of the school year every teacher will meet with Principal, designated House Leader, and the Teaching and Learning Coordinator. This group forms the Evaluation Team. The Evaluation Team examines testing data from Scantron and DCAS of the teacher's assigned students, grade level, and school wide. The Team uses this data to frame teaching objectives for one of several formal evaluations. An example of an objective is that the teacher will increase the scores of the lowest achieving 25% of his/her students by ten points. The strategies of how to meet the objective are listed as indicators. The Team will use scripted observational formats to document the effectiveness of the strategies in reaching the objective. This way the teacher has a point-by-point description of the teaching and learning taking place. It also allows the Team to discuss and change strategies that are not effective. There must be at least three formal evaluations for every teacher each semester.

Peer Study/Assessment

The Principal will assign each teacher to a study group, called a Cluster, chaired by a Teaching and Learning Coordinator. The study groups will be assigned by grade and include faculty across academic disciplines. The purpose of the Cluster is to provide support, professional development, and strategies for skill improvement. The analysis of all data including teacher generated assessments is done among the group. The Cluster will be encouraged to video tape each others' teaching, discuss openly areas of success and weakness, and refine and strengthen their Evaluation objectives. The cluster does not participate in any way in the Formal Evaluation process. However, it is designed to encourage and promote excellent, informed teaching.

Metrics

We measure student achievement in terms of overall expectations as well as in terms of in-year growth. Teachers are expected to achieve value-added academic growth for every student. Thus teachers will require students to keep and maintain data logs, and keep

updated charts or graphics posted in their rooms showing overall class achievement. The Principal will distribute data results by class, by grade, by house and by school to the school community every quarter. Half of each teacher's evaluation will be reflected students. The school will mail a Parent Survey form to families. The Parent Survey form will focus on parent satisfaction with individual teachers, the school's learning environment, discipline, front office assistance, and administrative responsiveness. The Student Survey can be anonymous, but parents will be encouraged to sign their form. The parent and student evaluation of the teacher will be 10% of the teacher's formal evaluation by classroom performance data gathered from Scranton results and DCAS.

Informal Classroom Visitation Observation Form

Teacher: _____

Grade: _____ Subject: _____

Time: _____

Date: _____

Comments: _____

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Administrator Signature

Date

Emergency/Evacuation Plan 2009-2010

PURPOSE

The purpose of this plan is to provide emergency preparedness and response instructions, information, and procedures to protect the safety and well-being of students and staff at a time of an emergency. Specific objectives of this plan include:

- Protection of the safety and welfare of students and staff.
- Provision of guidelines for a safe and coordinated response to emergency situations.
- Protections of RISE facilities and property.
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible.
- Guidelines for coordination with off-site emergency operations resources.

EMERGENCY POLICY

- Certain policies governing emergency preparedness and response, relate directly to this plan. These include:
 - The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and Staff.
- In the event of a major disaster during school hours, Moyer will not be dismissed without the express approval of the Principal or his designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
- Staff should be prepared to use fire extinguishers, turn off utilities (water, electricity, and gas) and be prepared to do search and rescue. Staff may be required to stay ON SITE for 24-36 hours or longer, so that parents will know whereabouts of their child; however, it may be necessary to leave the site as a group. Children should be within the care of staff. We will have emergency supplies on hand and will be accessible in the event of an emergency. Children will only be released to people listed on the Emergency Release Form.

PROJECTIONS OF NEEDS:

The school has an enrollment of about 205 students, grades 6 -12. It has about 25 employees who are here for the full day. It is the school's projection that it may be

necessary to provide care, including a meal for this number of people in the event of such an emergency.

Since many of the students live in the surrounding community, it is estimated that many parents will pick up children as soon as possible. It is the estimation of the staff that most children will be picked up within a six-hour period. The staff does estimate that less than 1/3 of the students would need to be here over a longer period of time. The projection is that there is a possibility of the need to provide overnight care for at most 60 students and adults.

It is projected that the school may need to provide care for 10-15 students for up to 36 hours. After 36 hours, the plan is to assess the situation and if appropriate to leave the site and take able children to individual homes with teachers or authorized adults or a Crisis/Mass Care Facility. Such transport would be with a teacher or authorized adult staying with the children. Notes as to the whereabouts of the students and adults would be posted at the school.

ALTERNATE SITES

If there is a need for evacuation from the school site the following sites are approved by the Principal for use:

Site TBD

COMMUNICATION

The Moyer Emergency Response Team Members have cell phones that may be used in case of an emergency. The school also has a battery operated radio and car radios to receive information. City disaster centers should be contacted to inform them of our needs. The school also has 2-way radios, which can be used to communicate internally. The staff has appointed a designated zone leader to contact parents in the case of an emergency.

PREPARREDNESS MEASURES

Staff Orientation to the Emergency Plan

The Principal orients employees to the Emergency Plan at least annually. Orientation includes a review of employees' mandated role as Emergency Response Team during declared disasters; the site's Emergency Management Program and concept of emergency operations, emergency response policies and procedures, and how to conduct and evaluate required drills.

The Principal may ask employees with specific skills to fulfill certain emergency management roles (i.e. First Aid, CPR, Search and Rescue and/or Fire Extinguisher training and certification).

Students and Staff with Special Needs

Students and staff with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs

on the Emergency Information and Release Form. A copy of this form is maintained in a portable disaster file, which will be removed by the head of the school if the site must be evacuated.

Message to Parents

Each year all parents will be asked to fill out and sign the Emergency Information Release Form this provides an emergency medical release for the child and designees who are authorized to pick up their child.

Postings of Procedures

Evacuations routes and emergency procedures are posted by the doorway in each classroom and school offices. These posted procedures will include an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Students and staff will gather according to homeroom classes unless otherwise instructed by public safety officials. Attendance must be taken immediately upon meeting in assigned areas.

Classroom Disaster Kit

At the beginning of each school year, instructional staff will prepare a classroom disaster kit containing the specific supplies listed on the attached sheet. Whenever the building is evacuated, the teacher will remove this kit and the attendance sheet.

NOTE: The contents of this kit should be coordinated through the Principal or the Principal Designee.

Portable Disaster File

A portable file, containing student emergency contact and other disaster information will be maintained in the School Office and will be removed by the Office Staff whenever the building is evacuated.

Disaster Supplies

Disaster supplies for projected care for 36 hours including food, first aid, blankets, tarps, and tools are kept in the Middle School Building in the exterior supply room. This room is easily located and accessible to the entire staff. A list of all supplies that will be kept in the supply room is presented on the attached sheet.

Zones

To assist in identifying specific locations where there is a threat, has been divided into numbered zones. Each zone is assigned to a zone leader that will communicate all commands in the event that an emergency response is required. The zones are identified as follows:

Zone 1	Main Office & Reception	Zone Leader:	Mrs. Cowans
Zone 2	Cafeteria	Zone Leader:	Mr. Parker
Zone 3	Rooms , High School	Zone Leader:	Mr. Maitland
Zone 4	P.E. Courtyard Area	Zone Leader:	PE Teache

Zone 5 Rooms, Middle School
Campus Overview

Zone Leader: Ms. Watson
Mrs. Thornton

EMERGENCY RESPONSE TEAM ROSTER & RESPONSIBILITIES

Dawna Thornton - Principal
Barry Young - Assistant Principal
Marshe Puliam, Registrar

Havena Hollins- Administrative Assistant
Vinnie Hess - Facilities Supervisor
Officer Easterling - SRO

Incident Commander - Mrs. Thornton

Principal Designee - Mr. Young

City/County Communications Liaison -

Communications Team - Mrs. Thornton
Mr. Young
Mrs. Hollins

Operations Team - Mrs. Thornton, Mr. Futrell, Dr. Freddie

Medical Team - School nurse, Registrar, Assistant Principal

Student Sign-Out Station - Front Desk

Search and Rescue Team - School SAFE Team

Building Evacuation Team - School SAFE Team

Emergency Supplies Coordinator - Mrs. Thornton and/or Mr. Young

Emergency Codes

CODE RED	Threat Incident outside the facility that warrants lockdown of facility including SAFE Team Members. (Drive-by-Shooting, Outside Disruption, Terrorist Threat)
CODE YELLOW	Threat Incident inside the facility that warrants lockdown of facility excluding SAFE Team Members.
CODE BLACK	Evacuate Facility (Fire, Gas Leak, Bomb, or Bomb Threat)
CODE BROWN	Accidental Chemical, Biological, Radiological, or Nuclear Spill
CODE BLUE	Medical Emergency
CODE WHITE	Active Shooter or Multiple Response Required. (Used in conjunction with Red or Yellow Code) (Active Shooter, Hostage/Barricade Situation, Natural Disaster/Injury, Death or Suicide at School, Plane Crash Near School)
CODE GREEN	All Clear. Return to Classroom and/or normal activities.
CODE ORANGE	Evacuate. (When situation warrants beyond codes)

If there is an unknown person on campus, an announcement will be made that states, "Paging Mr. "Walk-In" to Zone ____". This should be an indication to all staff member to lock all doors, internal and ex

Emergency Supply Kit Contents

- ✓ Copy of Emergency Operations Plan *(To Be Kept in Folder)*
- ✓ Class Roster *(Update Monthly or as Needed)*
- ✓ First Aid Kits (one per class) containing: *(To be kept in folder)*
 - Band Aids
 - Gauze
 - Tape
 - Antiseptics
 - Scissors
- ✓ Flashlights *(To Be Kept On Wall Near Emergency Response Folder)*
- ✓ Batteries *(To Be Kept In Flashlights)*
- ✓ Large plastic bags *(To Be Kept In Classroom)*
- ✓ Name Tags *(To Be Kept in Folder)*
- ✓ Pad and Pen *(To Be Kept in Folder)*
- ✓ Instructional Supplies (paper, pencils, crayons, etc.)



NOTE: All items listed above should only be used in the event of an announced code. Do not use these items as a part of your daily classroom activities. As items become depleted, remember to request replacements from Mr. Young.

PARENT/TEACHER CONFERENCE DOCUMENTATION FORM

Date of Contact: _____

Method of Contact: _____ On-Site Meeting _____ Phone Conference

Student Name _____

Names of Attendees:

Parent/Guardian

Parent / Guardian

Student

Counselor

Teacher/ Administrator

Teacher/Administrator

Reason for Conference:

Outcome/Results of Conversation:

Follow-Up Dates and/or Information Requests:

ABSENTEE PROCEDURES

In the event of an absence from school, either planned or an emergency illness, all faculty members are required to follow these procedures:

Planned Absence:

1. Obtain approval form from Mrs.Thornton.
2. Inform Mrs. Ragin and Mr. Young of the date(s) you are requesting.
3. From the list of substitutes, contact a sub to take your place on the day(s) you will be out. Provide all relevant information and materials necessary for the substitute to conduct your classes.
4. Provide Mrs.Ragin and Mr. Young with the name of your substitute, a copy of your lesson plans, materials and attendance rosters.

Emergency Absence:

1. In the event of an emergency illness, please follow these steps:
2. From the substitute list, contact a replacement.
3. Only after you have secured a substitute, call Mr. young no later than 10:30 p.m. the evening before or between 6:00 – 6:15 a.m. the morning of your emergency absence. Provide him with the name and telephone number of your substitute. If you are unable to speak with Mr. Young directly, leave a detailed message regarding the situation. Please include all pertinent information that the substitute will need.
4. Please call the school by 2:00 p.m. the day of your absence to confirm your return for the following day or your need for further substitution.

PLEASE NOTE:

1) Every teacher must provide Mrs. Ragin (by the end of the first week of school) with one copy of three different emergency lesson plans for three separate days. There are to be work sheets, reading assignments, quizzes, vocabulary sheets, etc., including detailed instructions, a copy of your class rosters for each period, and a DAY 1 schedule (including lunch time, planning period, and any morning or afternoon duty – see attached). This is to be a general work assignment for completion by the end of the class. If you have not done so, or are not sure, please see Mrs. Ragin. This will provide the sub with WORK for the students to complete during class time. It will eliminate “free periods” and help the substitute in classroom management.

2) Any absence that has not been approved by Mrs. Thornton, that occurs the day before or the day after a holiday, is unpaid. (Please refer to Delaware State Policy).

3) If you have not secured a substitute, you are expected to be in school.

FAILURE TO COMPLY WITH ANY OF THE ABOVE LISTED PROCEDURES WILL RESULT IN LOSS OF PAY AND/OR A LETTER OF REPRIMAND ATTACHED TO YOUR PERMANENT FILE.

For Planned Absences: ALL teachers need to fill out this form and provide Mrs. Ragin with three (3) copies (one for the sub, one for your file, and one for your desk.

This will provide your substitute with a schedule for the day. Please fill in Lunch Time and Planning Period in the appropriate period.

SUBSTITUTE INFORMATION FORM

TEACHER: _____

LUNCH (period/time): _____

PLANNING PERIOD(S): _____

DUTY (where/time): _____

CLASS ROSTERS (where): _____

LESSON PLANS (where): _____

SPECIAL INSTRUCTIONS: _____

PLEASE INDICATE YOUR ENTIRE DAY 1 SCHEDULE:

Subject/Time _____

Subject/Time _____

Subject/Time _____

Subject/Time _____

Subject/Time _____

Subject/Time _____

Subject/Time _____

CLASSROOM VIDEO PROCEDURES

WE ASK THAT ALL TEACHERS PLEASE PAY PARTICULAR ATTENTION TO THESE PROCEDURES LISTED BELOW.

NO VIDEO IS TO BE SHOWN, NOR WILL A TV/VCR BE DISTRIBUTED, UNLESS ALL STEPS ARE FOLLOWED.

1. All teachers must **first** obtain a “video request form” from Mrs. Hollins.
2. All video requests must be submitted at least **one week prior** to actual showing.
3. Be sure to check the appropriate box if requesting a TV or VCR.
4. After filling out the form, please have Mrs. Long TLC approve the video. If Mrs. Long does not approve the video with her signature, the request will not be considered.
5. Return the completed form to Mrs. Hollins, NOT to Mrs. Thornton.
6. Video request will then be reviewed by Mrs. Thornton and returned after a decision is made.

DRAFT

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF FORMATION OF "K12 CLASSROOM DELAWARE LLC", FILED IN THIS OFFICE ON THE NINTH DAY OF JUNE, A.D. 2010, AT 5:57 O'CLOCK P.M.



4834454 8100

100643779

You may verify this certificate online
at corp.delaware.gov/authver.shtml



Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 8045291

DATE: 06-09-10

STATE of DELAWARE
LIMITED LIABILITY COMPANY
CERTIFICATE of FORMATION

1. The name of the limited liability company is: K12 Classroom Delaware LLC.
2. The address of its registered office in the State of Delaware is: The Corporation Trust Center, 1209 Orange Street, in the City of Wilmington, County of New Castle
3. The name of its registered agent at such address is: The Corporation Trust Company.

IN WITNESS WHEREOF, the undersigned have executed this Certificate of Formation of K12 Classroom Delaware L.L.C. this 8th day of June, 2010.


By: Howard D. Polsky
Authorized Person

December 21, 2010

To Whom It May Concern:

**RE: Insurance Coverage
 K¹² Classroom Delaware LLC dba Maurice J. Moyer Academy
 Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to currently provide insurance services for the state governed public school, Maurice J. Moyer Academy. “K¹² Classroom Delaware LLC dba Maurice J. Moyer Academy” is the insured. K¹² Classroom Delaware LLC currently contracts with the Delaware Department of Education to provide the school’s educational products and services. The current insurance policy is eligible to be renewed for the school on July 1, 2011. The insured could either be the current insured (“K¹² Classroom Delaware LLC dba Maurice J. Moyer Academy”) and/or the school’s governing board, The New Maurice J. Moyer, Inc., a Delaware nonprofit corporation, which is applying for a charter to operate the school with a planning year beginning in July 2011 and the charter school opening in 2012..

On behalf of the school, the following coverages have been secured to satisfy the requirements governed by the State of Delaware and/or additional insureds as appropriate:

Coverage	Limit
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to DE laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis

Student Accident Coverage

Primary \$25,000 limits and CAT option at \$5,000,000

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions for the 2011 year.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits	\$ 6,992.00
Directors & Officers / Employment Practices	\$ 2,800.00
Property (Assuming leasing only \$200k contents)	\$ 500.00
Excess \$10 million Limits	\$ 2,688.00
Workers Compensation	\$ 4,900.00
Student Accident	\$ 1,920.00
total	\$ 19,800.00

Exposures: Based on 320 students, 39 employees

Tentative Timeline for Insurance Coverages

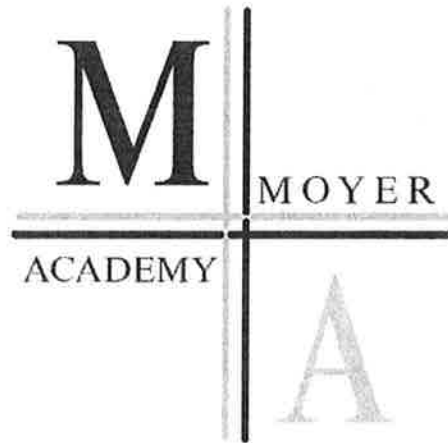
As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
General Liability, Property, Crime, Sexual Abuse, Auto Liability, Employee Benefits Liability, Educators Legal Liability, Employment Practices Liability	Current Package policy in place and will be renewed on July 1, 2011
Workers Compensation	Current policy in place and will be renewed on July 1, 2011
Directors and Officers	New Nonprofit School Board will apply for this coverage during Board formation

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Tom Boobar, MS, MBA, REHS, CSP
 Area Vice President Arthur J. Gallagher Insurance
 License # 0726293



Student Handbook for the Maurice J. Moyer Academy

Maurice J. Moyer Academy

Handbook 2010-2011

Phone Numbers

Main Number 302 428 9501

Administration

Head of School	Ms. Dawna Taylor-Thornton
Teacher Learning Coach	Ms. Susan Long
School Receptionist/Registrar	Ms. Marshae Pulliam
Master Teacher	Ms. Susan Long
Business Manager	Ms. Terrene Cowan
IT Director	Mr. Paul L. Darring
Financial Specialist	Ms. Havena Hollins
Program Manager	Ms. Jacqueline Ragin
K12 School Support	Dr. Edwin P. Freddie
K12 Classroom Support	Ms. Susan Furick

Faculty

Middle School

Grade 6	Ms. McNulty
Grades 7 and 8	
English	Mr. Kasten
Math	TBA
Science	TBA
Social Studies	Mr Mathews

High School

Grades 9 -12	
English	Ms. Gallagher
Math	TBA
Science	K12 Online Curriculum
Social Studies	Mr. Gaynor
World Language	K12 Online Curriculum

Physical Education/Health Mr. Maitland

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I. CALENDAR & DAILY SCHEDULE

ACADEMIC CALENDAR 2010-2011

Dates	Event	Number of Days for Students	Number of Instructional Hours	Number of Days for Teachers
August		0	0	6
23-27	Professional Development for Staff			
30	Professional Development for Staff			
September		17.5	122.5	21
1-3	Professional Development for Staff			
1	Open House			
7	Student's First Day of School			
22	Curriculum Night			
23	Professional Development for Staff- Student Dismissal at 12:00pm			
October		19.5	136.5	20
11	Columbus Day- No School			
28	Professional Development for Staff Student Dismissal at 12:00pm Parent Conferences- 3-6pm			
November		14.5	101.5	15
2	Election Day- No School			
11	Veteran's Day- No School			
18	Professional Development for Staff- Student Dismissal at 12:30pm			
24-26	Thanksgiving Holiday- No School			
December		14.5	101.5	15
16	Professional Development for Staff- Student Dismissal at 12:00pm			
22-24	Winter Holiday- No School			
27-31	Winter Holiday- No School			
January		19.5	136.5	20
3	School Reopens			
17	Martin Luther King Day- No School			
27	Professional Development for Staff- Student Dismissal at 12:00pm			
February		17.5	122.5	18
2	Curriculum Night			
18	Winter Break- No School			
21	President's Day- No School			
24	Professional Development for Staff- Student Dismissal at 12:00pm			
March		21.5	150.5	22
24	Professional Development for Staff- Student Dismissal at 12:00pm			
25	Winter Break- No School			
April		14.5	101.5	15

14	Professional Development for Staff- Student Dismissal at 12:00pm			
22	Spring Break- No School			
25-29	Spring Break- No School			
May		20.5	143.5	21
19	Professional Development for Staff- Student Dismissal at 12:00pm			
30	Memorial Day- No School			
June		14	98	18
15	Last Day for Seniors			
20	Last Day for Students			
23	Last Day for Teachers			
TOTALS		173.5	1,214.5	191

Maurice J. Moyer Academy School Calendar

2010-2011

Semester 1: September 7, 2010 – January 31, 2011

Semester 2: February 1, 2011 – June 17, 2011

DAILY CLASS SCHEDULE

Breakfast

7:30a.m.-8:00a.m. Breakfast provided daily

Grade 6

As structured by staff : 8:00 am -- 4:00 pm

Grades 7 – 12

8:00 – 8: 15 Homeroom Advisory/ Study Skills

8:17 – 9:27 Period 1

9:29 – 10: 40 Period 2

10:42 – 11: 52 Period 3

11:52 – 12: 22 LUNCH-Middle School

1:05 – 1:35 LUNCH-High School

11:52 - 1:35 Period 4

1:37 – 2:47 Period 5

2:50 – 4:00 Period 6

II COMMUNICATIONS

NOTIFYING MAURICE J. MOYER ACADEMY OF CONTACT INFORMATION CHANGES

All contact information changes should be sent to Moyer Academy via postal mail, email, or voicemail using the following addresses:

Mail: Maurice J. Moyer Academy

610 East 17th Street

Wilmington, DE. 19802

Email: info@mjm.k12.de.us

Voicemail: 302 428 9501

CANCELLATION OF SCHOOL

In the event that school must be cancelled due to weather conditions, students and faculty can find school cancellation information on television, CHANNEL 6 or CHANNEL 10; radio stations , WILM or WDEL, or check the Delaware school closing website.

CONTACTING TEACHERS AND STUDENTS

Messages

For emergency student messages, please call the Parent Response Center (phone #), which is open from 7:30a.m. to 5:00p.m., Monday through Friday

Telephone

Administrators, counselors, and security's numbers are listed on the inside front cover. During the school year, they may be reached 7:30a.m. to 4:00p.m., Monday through Friday at the numbers listed. Outside of this time, the school's main number accesses a computerized system. If you wish to speak to a specific faculty member, please leave the number where you can be reached with the Parent Center Volunteer and the teacher will return your call.

Email

You may also contact your child's teacher by email. A list of school email addresses and parent login numbers will be issued the first week of school.

EMERGENCY COMMUNICATIONS

To contact Campus Safety in case of an emergency, Dial 302 248 9501 extension X. Calls to this number will be answered by a School Safety Officer during regularly scheduled school hours.

Dial 911 to reach outside emergency services. Dialing "9" first is not necessary when contacting outside emergency services. If a situation merits a 911 call, please call School Safety, as well.

In the case of a national, state, or local emergency, the School will communicate with the public through radio and television announcements or other appropriate means. The School also uses Alert-Now, an emergency notification system which provides the ability to send text messages and voice messages to students and their families instantaneously in the event of a school-wide emergency.

In the event of a national, state, or local emergency family and friends should not call the School or Campus Safety extension. Lines should be kept as free as possible for emergency communications.

ADVISING MAURICE J. MOYER STUDENTS

Advisors are the connecting links among students, parents and the School. Advisors watch over the student's academic progress and personal development. Parents should make early contact with their child's advisor and feel free to communicate with any of those who teach or coach their children. The following formal categories are included in the advising system and are supplemented by the numerous informal adult contacts available to each student.

The Homeroom Advisory

Every student will be assigned to a homeroom. The homeroom advisory meets daily for ten minutes. During that time students are engaged in study skills development appropriate to their grade level, college counseling and or academic planning and school service. The 6th, 7th, and 8th grade advisories are self contained. The 9th through 12th grade advisories are across the grades so that the preparation for post secondary opportunity begins in grade 9.

The Guidance Counselor

The counselor of each house will offer students personal, academic and college counseling. Counselors will meet with students both individually and in groups, and work closely with the Homeroom Advisory. During the junior year, counselors will also provide a college counseling orientation program for students and parents about the college application and enrollment process. College planning sessions for students occur in the spring of their junior year. We encourage students to visit colleges during the summer of their junior year. Seniors may be allowed two (2) days in the fall to visit colleges and two (2) days in the spring to visit colleges that they are considering seriously. Parents are encouraged to contact their child's counselor and schedule a time to meet.

The House Leader (position subject to size of enrollment)

The House Leader directs the daily operation of the academic program in his/her house. The House Head works to ensure that students develop to their intellectual potential. Parents may consult him/her about individual students or about school academic policies.

The Head of School

The Head of School is the chief instructional officer and academic leader of Moyer Academy. While the Head of School is always accessible, it is recommended that parents consult with teachers, House Leader, and/or Guidance Counselor to discuss specific issues concerning the students learning.

III ACADEMICS

COURSE LOAD REQUIREMENTS

Students entering grades 6 and 9 must complete the Summer Academy (waived for 2010 -2011 school year). High school students must earn a minimum of 5.5 credits in the school year. Students must also pass the state tests to be promotional in all subject areas. A student earns a full credit by passing a full course, and a half credit by passing a half semester course. A student can earn the correct number of credits by taking a combination of full and half credit courses. The typical course load for a student is 5.5 credits per year to receive a diploma. A student must carry 4 credits at all times, and may never carry more than 6 credits.

COURSE DISTRIBUTION REQUIREMENTS

Each student must pass the following:

1. 4 credits in English (grades 9-12)
2. 4 credits in Mathematics (grades 9-12)
3. 2 credits in World Language (through level 2) *(please note: The world language department strongly urges all students to continue language study through level 3). World Language courses are offered through K12's online curriculum.
4. 3 credits in History: World History in grade 11, Civics and Free Enterprise in grade 10, and United States History in grade 9. Students may also meet the history/social studies requirement by taking other 1 credit courses offered by the department in grade 12.
5. 3 credits in Science including Earth Science in grade 9, Chemistry and Biology and another science elective. The department strongly recommends the full sequence of Physics, Chemistry, and Biology. Science courses are offered through K12's online curriculum.
6. 1.5 credits in Physical Education and Health classes
7. Non-credit recovery courses allow students to change a failing or "D" grade by achieving a "C" or better in the course.
8. 1 credit online course through the K12 Extended Learning Opportunities Program
9. Community Service hours non-credit course as prescribed by grade.
10. A minimum of 3.5 credits in elective courses including a Capstone Project during the senior year.
11. A minimum of 22 credits over 4 years is required for graduation.

There are no credit requirements for middle school students. Middle school students must complete and pass all core academic courses and pass state tests to be promotional.

GRADE REQUIREMENTS FOR PROMOTION AND DIPLOMA

1. To be promoted and to be eligible for a diploma, a high school student must earn at least 9 credits each year, receive a grade of "C-" or higher in at least 3 full courses or their equivalent, and receive a passing grade in English. In grades 6, 7, 8 students must pass Reading, Language Arts, and Math to be promotional.
2. A failing grade may be converted to a "D-" and a "D" grade may be converted to a "C-" by summer study approved by the department head or electing a recovery credit course and achieving a grade of "C-" or better. Grades may be converted only when the faculty votes to grant a student this opportunity and only to meet minimum promotion and diploma requirements. Grades in a total of no more than two (2) full courses (or their equivalent) may be so converted during the last three years of high school.
3. A failure in a course beyond what is required for the diploma will be recorded, but will not jeopardize eligibility for a diploma.
4. A senior student who fails to meet the minimum grade standards at the beginning of their spring capstone project period may not be allowed to participate in the project. Instead the student will be required to complete recovery courses as stipulated above.

Special Cases

1. Any student program that will not fulfill the normal course load, distribution or grade requirements must be approved by a vote of the faculty, the guidance counselor having first consulted all the departments concerned regarding the request for a waiver.
2. A student who takes an additional year must obtain a promotional record at the end of that year and must take courses required for that grade level again.
3. If it is determined that a student will be unable to complete the year with a promotional record, that student may be asked to consider alternative education opportunities before the end of the school year.
4. A student who finishes the junior year with a non-promotional record may continue to the senior year only if they enroll in summer school or elect recovery credit courses. If the student has a valid Individual Educational Plan (IEP) the team will convene to review and determine appropriate modifications and accommodations for that student's achievement.
5. No student will be permitted to enter the senior year if the academic record at the beginning of the year would make it impossible for that student to fulfill course load requirements or distribution requirements by the end of the senior year. Each student would need to take an additional junior year.
6. Moyer Academy works on a letter grade system: A+ through F (failure). Students with outstanding cumulative records, who are ranked in the top 5% of their class, may be elected to the school's chapter of the National Honor Society.

Academic Probation

1. A student will be placed on academic probation if a review of mid-semester or semester grades and comments indicate that he or she has:
 - a) A non-promotional record (A student who has not earned three or more grades of C- or better in three full courses or their equivalent will be automatically placed on academic probation.)
 - b) A minimally promotional record (The Academy Principals have responsibility for identifying those students to be placed on academic probation.)
 - c) A student has achieved below "Basic" in state benchmark tests
2. A student will remain on probation until at least the end of the next marking period. A satisfactory improvement in performance and/or effort will warrant removal from academic probation. The student may return to good standing, but if the student's performance is still of concern to the Academy Principal and the student's guidance counselor, the student may be placed on academic warning.
3. While on probation, a student will be required to study in supervised study skills during 5th Block (3:30p.m. to 4:00p.m.), and is ineligible to participate in extracurricular activities. The student may also be referred for a team evaluation under SPED.
4. A student who is placed on probation at the end of a marking period and who remains on academic probation for the next two marking periods is ineligible for promotion. This regulation will not apply to students in their first two semesters at Moyer Academy who make themselves promotional through summer work or recovery credit.
5. Parents will receive timely and appropriate notification of a student's placement of academic probation by certified mail and phone from the Academy Leader or designee.

Academic Warning

Academic warning is an intermediate status between academic probation and good standing. Students on academic warning are normally required to meet the same study skills as those on academic probation and may face additional requirements determined by the Academy Leader. If they do not qualify for academic probation, students earning an “F” in any course are automatically placed on academic warning.

ACADEMIC SUPPORT

Teachers expect students who are experiencing academic difficulty to meet with them outside of class time. Normally, a teacher can provide up to one (1) extra help session every week with a particular student. If students are experiencing academic difficulties that require a greater level of assistance, they should meet with their guidance counselor to be assigned to an Academic Study Skills class. Study Skills teachers help students with organization, study skills, and time management. Core subject area teachers and Special Education (academic teachers) are assigned to the Study Skills class as a building duty assignment. The Academic Study Skills Class is part of the regular student education program. Parents or teachers who believe a student may have a learning disability may follow the school’s referral process to Special Education testing.

HOMEWORK EXPECTATIONS

Each academic department sets its own homework guidelines within this general framework. Homework assignments should average for students in:

Grades 6-8, no more than 20 minutes in preparation for each class meeting

Grades 9 and 10, 25-45 minutes in preparation for each class meeting

Grades 11 and 12, 35-60 minutes in preparation for each class meeting

Assignments in advanced, honors and Advanced Placement courses may be more demanding than assignments in other courses. The school assumes that students who enroll in these courses will be able to complete these assignments within normal homework time. House Leaders and the teacher Learning Coach are responsible for ensuring that teachers give assignments that can be reasonably completed within these time guidelines. Teachers are urged to give students a copy of their assignments two or three weeks in advance whenever possible. Advance notice is particularly important for long papers or major tests. Teachers do not assign homework over vacations or specified weekends.

LATE AND INCOMPLETE ACADEMIC WORK

1. Students are expected to complete all assignments on time. If circumstances prevent that, a student may petition a teacher for an extension until a specified date (to be determined by the teacher and the student). Under most circumstances, extensions are granted only to students who make the request at least one calendar day prior to the assignment’s due date.
2. Should a student fail to turn in an assignment when it is due, faculty grade the work according to its merits, and deduct a full letter grade for each calendar day or part of a day that it is late.
3. Students are expected to complete all work by the end of each semester. If, at the end of the course (semester or year), a student has not submitted assignments valued at more than 10% of the semester grade or considered (by the department) to be work integral to the completion of the course, the teacher will give the student an incomplete.

Such work must be completed one week after the end of the semester. Exceptions to this deadline must be made by the House Leader. Under normal circumstances, a course grade of incomplete may not stand beyond the one-week deadline, at which time it will be converted to an "F".

Any incomplete work valued at less than 10% of the semester grade may, at the teacher's discretion, be assigned a grade of zero (0). The teacher may require that the work be made up, but no additional credit may be given.

Seniors who have not completed academic work necessary for the granting of their diploma by noon on the day before graduation will not be given incompletes. If this policy interferes with their completing a requirement, or requirements, necessary for graduation, students may appeal, at that time, for a delayed diploma, which requires a vote of faculty.

CHANGES IN THE STUDENT'S PROGRAM

Changes should only take place when the student is in a clearly unsuitable course. A student seeking a change must have his counselor, relevant teacher(s), and relevant department heads sign a "Request for Change of Program" form, available in the registrar's office. Ultimate approval for a change must be given by the House Leader. During the first few days of school, the registrar will prioritize making level changes for new students.

A student may switch levels in a particular subject during or before semester 1 without a record of the initial level appearing on the student's transcript. The transcript will only indicate the level of the subject into which the student changed and the grade for that level. If a student changes levels after semester 1, the student's transcript will indicate the grade in both the higher level and the lower level of the subject, with the date noted when the level change took place. If a senior..... Please note: "Level" refers to both different "years" of a course (for example: Spanish 3 and Spanish 2), and to course alternatives offered within the same "year" (for example: Algebra 1 and Honors Algebra, or Chemistry and Honors Chemistry).

A student may enter a new course after the first two weeks of the semester only in unusual circumstances with the explicit approval of both the relevant department head and teacher.

TRANSCRIPTS

All courses (half, semester, non-credit, required, and full) taken at Moyer Academy, whether assigned a letter grade or graded on a satisfactory/unsatisfactory basis shall be recorded on the student's transcript.

IV STANDARDS

ACADEMIES AND COMMUNITY STANDARDS AT MOYER ACADEMY

Moyer Academy expects to continue to build traditions of teachers and students adhering to standards of conduct fundamental to the education the school provides. **Rules have evolved over time to protect individual students from behavior that is not healthy or safe, to foster the cohesion and morale of the community, and to enhance education by discouraging impediments to learning.** Students, parents, faculty, and staff all benefit from our excellent reputation and it is incumbent on all community members to hold ourselves to the highest standards, both as members of the immediate community and as citizens of the larger world. We expect the cooperation of parents in upholding our standards. We believe that parents and the school share the task of establishing the right balance of freedom and responsibility realistically and consistently, for young people.

We leave many rules unstated, taking for granted the honesty and good judgment of our students. In general, we are responsible for all students' behavior when they are under jurisdiction while school is in session.

Mission

The mission of Maurice J, Moyer academy is to provide an educational experience that inspires students to achieve their highest academic and personal goals. Moyer seeks to enable students to reach their full potential through a rigorous curriculum. Moyer’s curriculum provides postsecondary options for further study or career exploration in an environment that promotes continuity, personal integrity, and self awareness. Moyer also ensures an environment for learning where study skills, career experience and life skills are valued.

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provides students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive, and supportive learning environment

Definition of Discipline

“Discipline” is defined as the steps or actions which teachers, administrators, support staff, parents and students follow to enhance student academic and social success. Thus “discipline” is every Moyer community members’ responsibility. It is a community standard that there is zero tolerance for any behavior that disrupts learning or takes away our focus on achievement and our mission,

In addition to these tenets, we regard any conduct prejudicial to the best interest of Moyer Academy and/or its Houses, whether at school or elsewhere (while school is in session or during vacation) as sufficient grounds for disciplinary action. A student may be considered for disciplinary action with both conduct prejudicial to Moyer Academy, as well as the act itself. Examples of “conduct prejudicial to Moyer Academy” may include, but are not limited to, the following:

1. Any student who is arrested and charged with a crime, or who is in a situation that requires the intervention of the police and notification of the school by the police during an off campus school event, while representing the school, or on the way to or away from school. This could include the illegal use of drugs or alcohol, shoplifting, vandalism, or presence where any illegal activity is taking place.
2. Any student who, while visiting another school or institution, acts in such a way as to cause physical or emotional harm to people or damage to property.

These examples are not meant to be exhaustive, but to communicate the types of situations that could move the school to disciplinary action.

Locker Policy

Student lockers are to be used for storage of coats, backpacks, purses and any other items not needed for class. Students will be issued a combination lock at the beginning of the school year by the homeroom teacher. The usage fee for the lock will be \$5.00. Lockers may only be used to store and secure personal belongings. Students are not to bring food, electronics, or any articles that reduce other student’s ability to learn. Maurice J. Moyer Academy assumes no responsibility for lost or stolen belongings.

Student lockers are the property of the school and may be subject to search at any time with or without reasonable suspicion that an article prohibited by state law the Student Code of Conduct (i.e. firearm, weapon/dangerous instrument, cigarettes, controlled substance) is contained therein.

Hazing/ Harassment Policy

As defined by Chapter 41, Title 14 of the Delaware Code, Section 4112D: Any intentional written, electronic, verbal or physical act or actions against another person that a reasonable person under the circumstances should know will have the effect of:

A. Placing a person in reasonable fear of substantial harm to his/her emotional or physical well-being or substantial damage to his/her property.

B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target.

C. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another person.

The Student Code of conduct will be enforced for any verified act of bullying, as defined above, committed out of school against a student if the building principal determines that the act of bullying:

1. Interferes with the educational rights of another student; or
2. Causes a substantial or material disruption of the school environment.

Note: Any person committing an act of reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying will be subject to consequences under the Code of Student Conduct.

We recognize that students make mistakes and we hope that they will learn from them. We endeavor to administer penalties, when necessary, with compassion and firmness, trying to foster the habit of self-discipline and encourage respect for the spirit, as well as for the letter of the law. We believe that school justice should take into account, as far as the welfare of the community will allow, such factors as the needs and age of the individual student, the previous record, and the circumstances of the offense, including how it comes to light. Each student can exercise their own responsibility by following the "Student Pledge".

Student Pledge

As a Moyer Academy student

- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself

YES! I AM PROUD OF MYSELF!

Behavioral Expectations and Responsibilities

- Be safe and responsible
- Respect the rights of students, parents/guardians, faculty, staff, and visitors
- Encourage and assist others
- Understand the student Code of Conduct and what is expected of you

Student and Parent/Guardian Acknowledgement

The student Code of Conduct is in place to help students gain the greatest possible benefit from their educational opportunities at Moyer Academy. We encourage parents/guardians and students to review this student Code of Conduct together and talk about the importance of being safe, responsible, and respectful at school and in everyday life.

When you have read this document with your child, please sign below and return this sheet to you school.

I have received, reviewed and understand the Moyer Academy Student Code of Conduct.

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent/Guardian Signature

Date

STUDENT CODE OF CONDUCT

The following are major school rules; infractions of either the letter or the spirit of these rules are serious disciplinary matters which require a school response. Students knowingly in the presence of these rule violations add support by their presence and may also be held accountable.

Scope of the Student Discipline

The Student Code of Conduct is intended to outline a range of appropriate responses to inappropriate behavior:

- Poor academic achievement is not an act of misconduct. Therefore the Student Code of Conduct cannot be used to discipline students for poor academic achievement or failure to complete assignments.

- A parent/guardian’s refusal to appropriately support their child’s education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students during school, ON THE WAY TO AND FROM SCHOOL, while on school property, while traveling in vehicles sponsored by the district and at all school sponsored events.

Dress Code

The Moyer Academy Community (students, faculty, and staff) support and promote the following dress code: (boys) navy blue blazer, yellow oxford shirt, khaki pants-sized to waist, navy blue tie, black-soled shoes; (girls) navy blue blazer, yellow oxford shirt, khaki skirt or pants, navy blue crosstie or tie (optional), black-soled shoes.

The community supports this dress code to sustain a positive school culture; it promotes school safety and student health, and personalizes each academy’s mission and program. All students and parents/guardians are expected to follow the written policy.

Questions about the school dress code policy should be referred to the academy principal. Individuals who still have questions about the dress code can contact Moyer Academy.

Procedures for Correcting Inappropriate Attire:

School administrators and staff must uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Administrators and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

1st occurrence: The student will be returned to class with a letter of reminder to the parent/guardian from the principal or designee to be signed and returned the following day.

2nd occurrence: The student will be returned to class with a letter of reminder and the parent/guardian is called in for a conference with the Principal. The Principal will determine if the school social worker is needed to assist the child in obtaining a uniform. If the Principal determines assistance is not needed, the family will be advised that the student may not be re-enrolled in the next school year if the situation is not abated immediately.

3rd occurrence: The Principal will contact the parent/guardian to bring appropriate school attire for the student to wear for the remainder of the school day. The parent/guardian will be required to accompany and sign in their child at the beginning of the school day for a minimum of 3 days in succession.

Subsequent occurrences: Parents are informed that the student may not be re-enrolled because of failure to adhere to the community standards.

ATTENDANCE

Attendance Expectations

In accordance with the Delaware Compulsory School Attendance Law, all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates for high school prior to

his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

Regular class attendance is integral to the work students undertake. Students better understand material after listening to teacher's expectations, and they can refine their thinking after articulating their ideas in a discussion. These benefits boost student performance on written assignments and standardized tests (e.g.: DECASS). In addition, student participation enhances the sense of belonging and community. A student's absence therefore diminishes the individual's and the group's educational experience.

Attendance Policy for Middle School Students: Students in grade 6, 7 and 8 are expected to achieve a 92% cumulative attendance rate for the school year.

Attendance Policy for High School Students: Students must be present a minimum of seventy-eight (78) days per semester to be eligible to earn credit for the courses taken. Students attending high school classes operating in 90 minute blocks of instructional time shall be in attendance seventy-eight (78) days, or its equivalent, in order to be eligible to receive credit. Once a student has missed the equivalent of seven (7) days in a semester (two (2) days tardiness is equal to one day of absence), the school may respond as follows:

1. The parent/guardian and student are notified in writing by mail, and contacted by phone
2. Parent/guardian and student conference
3. Loss of credit(s) in course(s) where excessive absence has been determined

Exceptions:

Children are required to attend school each day scheduled by Moyer Academy, except for excused absences listed below. Absences are "temporarily" excused until the school is able to verify a note from the parent/guardian, or doctor explaining the absence. The principal or his/her designee shall contact the parent/guardian to ascertain reasons for absences. Temporarily excused absences for both high school and middle school students can be made for the following reasons:

Temporarily Excused Absences

1. Personal illness
2. Prior approved travel for education
3. Death in the family (not to exceed 1 week)
4. Natural disaster/catastrophe
5. Participation in a school-approved activity which necessitates the student from being away from school. These activities will be reviewed by personnel for educational appropriateness
6. Absence for the observance of recognized holidays of the student's own faith
7. Any of the extenuating circumstances listed below:
 - Extended personal illness of a child whose attendance in school would endanger his/her own health or that of his/her classmates, as verified by a Delaware licensed physician, dentist, or nurse practitioner
 - Extended hospital stay as verified by a Delaware licensed physician or dentist
 - Extended recuperation from an accident as verified by a Delaware licensed physician or dentist
 - Extended contagious disease within the family as verified by a Delaware licensed physician or dentist

- Children exempt by (.....)
- Other extenuating circumstances approved by the Supervisor of Child Welfare and Attendance (i.e. School Social Worker) in consultation with the principal or his/her designee

For any other extenuating circumstances, parent/guardian must make a formal appeal by communicating with the Supervisor of Child Welfare and Attendance, and requesting that an absence be excused.

Make-Up Work

When a student returns to school after an excused absence the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from the parent/guardian have been received in accordance with this policy. Make-up work policy described in this book applies to excused absences.

A student who is absent five (5) or more days in any nine-week grading period must make up missed work before the end of the grading period or the student shall receive an incomplete grade. The student can make up work during the next nine-week grading period, but if he/she fails to do so, the incomplete grade automatically becomes a failing grade. It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.

Students missing work as a result of an suspension shall be counted as absent considered unexcused and shall be given failing grades for work missed. If a suspension is modified or reversed through the suspension appeal process, related absences will be excused and the student will receive make-up work for those excused days. For any other extenuating circumstances, parent(s)/guardian(s) shall have the right to appeal the denial of promotion to K12, VP of School Solutions.

SCHOOL BUS CONDUCT

Students must comply with the Student Code of Conduct while travelling on a school bus to and from their homes or school sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the "School Bus Behavior Report" and give a copy of the form to the principal, parent/guardian, and the student.

If the principal decides a conference is necessary, the principal or designee will notify the parent/guardian the same day or the following school day. The parent conference with the principal or designee will be held in person or by phone before the student is allowed to ride the bus again.

A bus suspension does not necessarily mean a suspension from school. If a child is suspended from the bus, it is the parent guardian's responsibility to ensure the child gets to and from school on time.

If a student with special needs receives a bus suspension, the school is responsible for providing an alternative form of transportation to and from school.

CLASSIFYING INFRACTIONS

Discipline incidents will be classified as Level 1, Level 2, and Level 3 infractions.

Level 1 (minor) Infractions –Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the office. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner are considered Level 1 behavior.

Level 2 (serious) Infractions – Discipline incidents that severely interfere with others' safety and learning are of a threatening or harmful nature and/or are legal violations and warrant administrative interventions should be considered Level 2 behavior.

Level 3 (major) Infractions – Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support are Level 3 behaviors.

SUSPENSIONS

A suspension, in which the student is not allowed to attend classes for a designated period of time, is a corrective strategy which Moyer may take if a student commits a Level 2 or Level 3 infraction.

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the section entitled “Due Process Procedures for Suspensions”.

Due Process Procedures for Suspensions

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

1. The school must conduct a student conference and a school-level investigation within a 24 hour period.*
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation.*
3. Prior to any suspension or any recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.*
4. The school must contact the parent/guardian by phone and send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.*
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other form of contact with the parent/guardian, the student will be placed on in-school or out-of-school suspension and truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.
7. THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.
8. Any parent/guardian of a suspended student shall have the right to appeal the suspension to the principal or K12’s VP of School Solutions. The decision of the VP School Solutions is final.
9. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and guidance counselor within a reasonable time.

All students have the right to fair and reasonable treatment during disciplinary proceedings. Your child has the right to bring a representative of his/her choice to all disciplinary proceedings.

If you encounter a problem with discipline procedures, or you feel that your child has not been treated fairly in resolving discipline issues, please contact the VP School Solutions @ 504-444-1852.

*Delaware State Law

Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Assistant Secretary of The Delaware Department Of Education.

To appeal a suspension at the school level:

1. Submit a written statement of appeal request within five (5) school days after the beginning date of the suspension to the principal with a copy of disciplinary action form (Notification of Suspension).
2. After formal notification of the request, the principal will assess the merits of the case and inform the student and parent of the next steps in the process.

Expulsion

Expulsion is defined as “a removal from all regular school settings for a period of not less than one school semester.”

Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school principal. The principal shall immediately suspend and recommend for expulsion a student who is found carrying or possessing:

- a firearm
- a knife
- another dangerous instrument
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

Any student who has been suspended on three occasions for committing any of the offences set forth in the Code of Conduct during the same school year may, on committing the fourth such offense, be expelled from Moyer Academy until the beginning of the next school year.

Due Process Procedures for Expulsion

The principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will then be “suspended out of school pending a hearing for a recommendation for expulsion”. The student will then appear before the disciplinary committee for an expulsion hearing and it will be determined if the recommendation for expulsion is upheld, denied or modified. The expulsion hearing will be chaired by K12 VP School Solutions and hearing members will include the student’s guidance counselor, two teachers, and a parent facilitator.

The due process procedures for recommendation for expulsion and expulsion hearings are as follows:

1. The school must conduct a student conference and a school-level investigation within a 24 hour period.
2. Prior to any suspension or recommendation for expulsion, the school principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation.*
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making a disposition.*

4. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and social worker within reasonable time.
5. A recommendation for expulsion is made by the principal. The student will be suspended pending an expulsion hearing. Procedures for suspension will be followed.
6. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation for expulsion, and the date and time of a hearing to determine whether the student is expelled.
7. The school must give the parent/guardian notice in writing of the recommendation for expulsion and the reason for the recommendation for expulsion.*
8. If the parent/guardian fails to attend the required conference within five (5) days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.

*Delaware State Law

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, Moyer Academy will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time.

Corrective strategies, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with the parent/guardian
- Behavioral contracts
- Check-in/check-out (CICO)
- Home/school communication system – Reflective activity
- Loss of privilege
- School hour adjustment
- Referral to the school wellness team.
- Refer the student to the Response to Intervention Team
- After-school detention
- Saturday school

- Bus suspension (see School Bus Conduct)
 - Supervised work assignment
1. A hearing is conducted by the K-12 Discipline Committee within 10 days of the incident
 2. A determination of whether to expel the student is made by the committee
 3. Until the hearing takes place, the student shall remain on suspension or alternative to suspension.

Hearing by the Discipline Committee

The hearing is not an adjudication process. The Discipline Committee will determine the facts of a conduct infraction and make a finding of whether the student's conduct warrants the recommendation for expulsion.

The student will be informed of the particular misconduct of which he/she is accused and will be given the opportunity to explain his/her actions. A concerned teacher shall be permitted to attend the hearing and shall be permitted to present relevant information.

Until the date of the hearing, the student shall remain suspended from school and all related school activities.

The hearing shall be held for special needs students when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a Free Appropriate Public Education (FAPE) must be provided after the tenth (10th) day of removal, consecutive or cumulative.

Upon conclusion of the hearing, The Disciplinary Committee shall determine whether such student shall be expelled and make such recommendation to the Principal. Normally, the principal will follow the Discipline Committee's recommendation. However, the Principal has sole authority in such matters and may decide other corrective or disciplinary actions. Records shall be maintained and made available upon request.

Direct Expulsion

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony may be cause for expulsion of the student for a period of time as determined by the principal. The expulsion shall require the vote of two-thirds of the Disciplinary Committee.

Registration and school placement of students convicted of a felony or returning from incarceration will be reviewed by the principal or his/her designee in a conference with the parents.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution may be sufficient cause to refuse the admission of the said student to Moyer Academy.

Appeal of Expulsion

A parent/guardian may request the Assistant Secretary of The Delaware Department of Education to review the findings and file an appeal.

Discipline for Students with Disabilities

A student with a disability may not be out of school for more than a total of ten (10) days per school year as a result of disciplinary action.

Special education students are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than 10 school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary.

The following policy and procedures may be altered to insure individualization of programming as required by federal mandate.

Suspension

After the first suspension, the school should:

1. Conduct a Functional Behavior Analysis (FBA).
2. Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
3. Conduct a conference with the parent/guardian.

After the second suspension, the school should:

1. Reconvene the IEP team to discuss/review the academic, social, and behavioral needs of the student.
2. Conduct an FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

After the third and subsequent suspension, the school should:

Convene the Manifestation Determination Review Committee and conduct a review to determine whether the behavior is related or not related. At least one person on the committee must know the student and one other person must be knowledgeable of the student's disability. The parent/guardian must be notified of the review and every effort must be made to have the parent/guardian participate in the decision. If the parent/guardian does not participate, documentation of such must be included.

1. Students are expected to be positive and cooperative in their dealings with all members of the school community. When a student's behavior does not meet this standard, the behavior will be considered unacceptable and may be considered a violation of Level 2. Unacceptable behavior includes, but is not limited to, deliberate disobedience of, or rudeness toward faculty or staff, or repeated violations of any school rules and policies.
2. All members of the Moyer Academy community must feel and be safe at all times. Therefore, the possession or use of fireworks, firearms, or any other dangerous weapon, item or substance will be seen as a serious violation of school rules and students may expect a Level 3 response.

3. Students are expected to obey the rules of the school and the laws of the state of Delaware concerning the use of alcohol and illegal drugs. This rule is to protect and maintain the health and well-being of all students. Therefore, the school prohibits:
 - a. The provision, use, and/or possession of illegal drugs or alcoholic beverages by students.
 - b. The possession of drug paraphernalia or alcoholic beverage bottles or cans.
 - c. The misuse of prescription drugs, over-the-counter medications or chemical substances.
 - d. Keeping prescription drugs in-house without the knowledge and authorization of the Health Center. We expect all parents to inform the Health Center of all medications that have been prescribed for their children

Knowingly and willingly being in the presence of any of the above will be considered a Level 3 violation of a school rule and will be addressed accordingly.

4. Students are expected to uphold the rights and well-being of others. Therefore, impinging on the well-being of others or violating the rights of others is an unacceptable breach of this value. The state of Delaware requires all students to read “An Act Prohibiting the Practice of Hazing” and to sign a document signifying they have read the act, which deals with extreme cases of hazing. Beyond that legal exercise, the narrow definition Moyer Academy, as a school community, abhors and prohibits bullying, physical or verbal assault, hazing, abuse, cruelty, or any sort of harassment (on the basis of race, religion, gender, sexual orientation, age, class, or disability), and regards such an act as a serious disciplinary offense.

The school has extensive sexual and general harassment policies. If you have any questions about the school’s sexual and general harassment policies, please call the Principal or Guidance Counselor. These rules pertain regardless of the medium applied, whether in person or in any electronic or voice communication. Adults in the community will be supportive in helping students to seek more information about either of these policies. Students knowingly in the presence of these rule violations add support by their presence, and therefore, may also be held accountable.

5. Any unauthorized use of fire (cigarettes, candles, incense, fireworks, etc.) on school property is a potential threat to the safety of others and is not permitted. Tampering with fire prevention devices (fire detectors, fire extinguishers, etc.) puts others at risk and is forbidden. Creating a potential fire hazard is considered a serious violation of school rules and will result in disciplinary action. Students knowingly in the presence of these rule violations add support by their presence, and therefore, may also be held accountable.

COMMUNITY GUIDELINES AND EXPECTATIONS

1. Cell phones are not to be allowed in school. Cell phones brought into the school building(s) are subject to confiscation. The school reserves the right to retain all confiscated property. If a teacher or administrator requests the student to surrender a cell phone and the student refuses, the student may be suspended from school for violating this rule and direct disobedience to a staff member.
2. Students are not allowed to use personal stereos (e.g. iPods, MP3 players, etc.) in academic spaces while classes are in session.

3. No gambling of any kind is allowed at school and will result in an appropriate school response.

Unexcused Absences

Unexcused class absences: When a teacher has submitted a class absence report and the student is recorded "absent" for that day the student will be considered unexcused for that class. The penalties for unexcused class absences are:

One unexcused class absence: Discussion with the teacher and House Leader

Two unexcused class absences: One hour of detention or the next detention day after notification

Three unexcused class absences: A parent conference or phone call from the House Leader.

Four or more unexcused class absences: Mandatory parent meeting with the House leader and guidance counselor. The student will be placed on academic warning

Class Attendance and Extracurricular Activities: If a student has missed half (or more) of the academic program in a single day, he/she may not attend sports or extracurricular activities that day.

COMPUTER AND NETWORK RESOURCES ACCEPTABLE USE POLICY

In support of our educational goals, technology services provide current Moyer Academy students, faculty and staff with access to the school's computer and network resources. The school's computer and network resources exist to support educational goals and related activities. All use of computer and network resources must be consistent with these goals and must conform to standards that the school sets for student behavior. Use of network resources and computers, whether school-owned or student-owned, is monitored by the school's faculty and staff. Student accounts, resumes, hard drives, network storage, internet activity, and system logs may be searched if there is suspicion of violation of this agreement or other school policies.

Network Connectivity

1. Disconnecting or moving school-owned computers, monitors, cables or related equipment interferes with the ability of others to use this equipment and is considered an act of vandalism. When working on school-owned computers, the student may not delete, modify or add to installed software or hardware, preference files or other configurations.
2. The student may not, knowingly or carelessly, perform any act that interferes with the normal operation or performance of computers, printers, terminals, servers, peripherals or networks.
3. The student may only use the Internet Protocol (IP) address assigned to his/her computer by the school's DHCP server. Under no conditions may the student manually assign his/her computer's IP address.

Usage

1. The use, storage, or sharing of illegally copied or stolen software or digital materials (e.g. MP's, video, text and image files) is theft. The school takes any violation of copyright seriously. We must all respect the laws that govern and protect creators of intellectual content.
2. The school employs proxy and Web filtering to restrict access to the World Wide Web sites whose content is inappropriate for this academic community. Examples of inappropriate content include sites promoting

pornography, violence, drugs, smoking, gambling and hate. The student is responsible for any material that is stored on his/her computer or network-based accounts including any information downloaded from the internet. Access to the Web is monitored, and you must be able to justify any website visit. Students may not attempt to bypass or thwart security, filtering, or proxy settings operated by the school including but not limited to the use of a network interface through analog modem or cellular devices.

3. Students may not use computer or network resources to send harassing, offensive, obscene, or spam messages/postings/chain letters or images. Students must remember that they are responsible for any effect that his/her messages may have on another person. Any message, photo or other media distributed or posted in a digital format will be treated as if it were permanent and public.
4. The school's computer and network resources may not be used for commercial or illegal activity to gain unauthorized access to any computer or network system.
5. Students must respect and preserve the privacy of others. Information communicated via the school's Web servers or other electronic media may not be distributed outside of the school.
6. Computer games may not be played on school-based computers.

Security

1. Passwords for computer and network resources are private to each individual; they uniquely identify a person as well as identify a person to others. Students may not allow others to use his/her password to access any computer or network resource, and must work diligently to guard given passwords. Using another student's password, or attempting to discover it, is an integrity violation and may be regarded as theft. Should a student discover another person's password accidentally, the student must notify that person immediately so that it may be changed.
2. Masquerading as another person, concealing one's identity, or sending anonymous messages violates the school's expectation of honest and open communication. Students may not take steps to hide or misrepresent his/her identity when using school accounts, computers, networks or servers.

In any situation that threatens system security, stability, integrity or performance administrators will take necessary action to defend computer and network resources. These defense measures may include terminating or suspending computer processes, deleting files or disabling user accounts without advance notice. A threatening situation may or may not involve deliberate user misconduct. The school will notify affected users as soon as possible.

Any abuse of the above policies and regulations may result in the suspension of privileges and/or disciplinary action.

STANDARDS FOR COMMUNICATION

Respect for others and freedom of expression together form the foundation for our open exchange of ideas. In all activities and interactions, students are expected to be positive and cooperative, holding the rights and well-being of those around them uppermost in their minds. Moreover, students should value the community's diversity as an opportunity for learning and moral growth.

Freedom of expression is an important value. The school encourages students to think critically, to question what they see and read, and to know their own minds instead of being passive receivers of ideas. However, freedom of expression carries responsibility and requires that students be mindful of others in their interactions with them. In exercising this freedom, a student must not impinge upon the dignity of any other individual. By articulating these

values, the school seeks to foster and protect the rights of the individual to express his or her opinions, and to ensure the well-being of the entire community.

Online resources are intended to support the mission of the school. Access to these resources must not be considered a right, but a privilege, a privilege that carries responsibility. If a student's behavior does not meet the standards set by the school, that student may have his or her online privileges suspended and/or may face disciplinary action. In most cases, school response to offensive behavior will begin with the conference moderator(s). In extreme cases, which involve unacceptable personal attacks, the school will respond according to the rules as laid out in this *handbook*:

Students are expected to uphold the rights and well-being of others. Therefore, impinging on the well-being of others by violating the rights of others is an unacceptable breach of this value.

A student may not use computer or network resources to send harassing, offensive, obscene, or spam messages/postings/chain letters or images. Remember that the student is responsible for the effect that his/her message(s) may have on another person.

Students who stand in violation of these rules will face standard disciplinary action, including but not limited to:

- Loss of online privileges
- Suspension
- Expulsion

ACADEMIC INTEGRITY

- I. Complete integrity in all matters, personal and academic, is expected of each student. Honesty is the fundamental expectation of the school. Moyer Academy recognizes that there is a difference between being honest when confronted and bringing oneself forward, voluntarily subjecting oneself to disciplinary action. We acknowledge that the latter involves a higher degree of personal responsibility and integrity. Truthfulness, even in the face of social pressure, is one of the values the school most wishes to establish. Any situation in which a student lies to an adult in the community is considered a major offense.
 - a. Academic integrity is fundamental to a school, and the school expects that all students will act honestly in every part of their academic lives. Therefore, cheating is a serious breach of our academic standards. Cheating is defined as an act of deception, and the school recognizes that a variety of types of cheating can occur, including the provision of unauthorized assistance. One type of cheating about which Moyer Academy tries especially hard to educate students is plagiarism, the act of taking someone else's work as your own. "Work" in this context could be someone else's thinking or someone else's writing. In addition, students may not turn in previously completed work for new credit without the explicit permission of the teacher. Each academic department has developed a written policy about academic integrity that has been approved by the department head group and is on file in the academic Principal's office. During the fall of each year the faculty review with students the school's policy and standard regarding cheating.
 - b. Students are expected to act with honesty and integrity; therefore, dishonesty is considered a violation of the school's fundamental values. Lying seriously compromises trust within the community in a way the school cannot tolerate. Students need to be aware that lying includes, but is not limited to, any false representation verbally or in writing (e.g. signing in another student for attendance in class, or attendance at required school event).

ACADEMIC DISCIPLINE COMMITTEE

The Academic Discipline Committee has the authority to make recommendations to the principal or designee, who will normally follow the recommendations but who also reserves the right to alter them. The Academic Discipline Committee does not establish the guilt or innocence of a student, but only hears the cases of students who admit to breaking school rules. It is the principal's prerogative, in certain circumstances, to determine the disciplinary response without an Academic Disciplinary Committee being convened.

A student coming before the Academic Discipline Committee should expect the committee to recommend a school response. The committee will recommend an educational component to the disciplinary response on the first offense. In such cases the Principal, or his/her designee, will meet with the student and help to design and complete an appropriated project. A second appearance for the same offense or a third appearance for any reason, is likely to result in more serious responses. The following are suggestions for possible projects that could serve as educational components of a disciplinary response:

- a. A community service component with an associated journal to document reflections on the service
- b. Work hours designed to match the particular offense
- c. A project that is primarily intellectually driven; this could include reading a particular work and/or writing a paper pertinent to the offense
- d. Meeting a need within the school community that is somehow related to the offense
- e. Required meetings with a faculty member chosen by the principal

The Academic Discipline Committee will hear case of dishonesty involving academic matters and cases of excessive unexcused class absences.

Cases of cheating, including plagiarism, that reach the Academic Discipline Committee will be treated as a serious integrity violation and will require, at the very least, the following responses:

6th, 7th, 8th, and 9th Grades: the student will be subject to penalties ranging from responses "a – e" listed above.

10th, 11th, 12th Grades: the student will be subject to penalties ranging from responses "a – e" listed above, and/or suspension. In repeated academic integrity violations, especially plagiarism, the student may be considered for expulsion, as it is a violation of state and federal law.

The school will make a written report of the offense to the student's parent/guardian. However, the record of a suspension will not become a part of the student's permanent file.

In all cases, the student will receive a zero (0) for the work. The teacher may require that the work be made-up, but no credit will be given for that make-up work.

Communication of Response

Many colleges and/or employers ask an applicant whether he/she has ever been suspended from school. The student is expected to answer these questions truthfully. If a college or employer asks the school, the school's response will be that the students are advised to be truthful in reporting academic integrity violations. Students should be aware that some colleges and employers do investigate such violations and have denied admission or employment to students who are dishonest.

V STUDENT LIFE

STUDENT RESOURCES

Computers

Moyer Academy has 3 computer labs available for student use. There are 2 labs in the high school building, and one lab in the middle school building. The labs are open from 7:30a.m. to 5:00p.m.; students and teachers use the labs for formal coursework, writing and casual use.

A limited number of computers and printers are located in the classrooms.

Moyer Academy Technology Services (MATS) provides all students with assistance connecting o the school’s network.

Moyer Computer Center

The computer center provides an extensive range of resources for students, faculty and staff. The collection includes numerous books available in open stacks, periodicals, and newspapers. Further resources include a rich collection of subscription databases and carefully selected internet resources available through the library web page. Students learn research skills through course assignments. School staff is available to assist from 8:00a.m. to 5:00p.m., during the school week. In addition to offering a comfortable environment for studying, research and quiet reading, the center provides computers, microform machines and copiers. The center does not charge fines for overdue books; however, borrowers must pay for lost books.

The Media Center is open:

Monday – Thursday	8:00a.m.-5:00p.m.
Friday	8:00a.m.-4:00p.m.
Saturday	10:30a.m.-1:30p.m.
Sunday	CLOSED

HEALTH AND WELLNESS CENTER

The Health and Wellness Center is staffed by a nurse Monday through Friday from 8:00a.m. to 3:00p.m. Medical care is provided by a registered nurse.

Counseling

Moyer Academy’s health care program provides the services of two professional guidance counselors to students who want help with personal problems and/or obstacles to personal and academic growth. Guidance counselors are assigned to a House and provide services for the students in their House. Students may contact their counselors by signing up on their office doors for an appointment. Counselors are available for appointments from 7:00a.m. to 4:30p.m., Monday through Friday.

Personal counseling is offered to students on a confidential basis. All information shared between students and Moyer’s health care providers (including the nurse and guidance counselors) is private and is treated confidentially within the limits of safety and the law. To promote candor, Moyer Academy asks that parents respect the privacy of students who may not wish to share certain information with them.

Medical Leave

The principal may grant a leave of absence (full medical leave, or in-house medical leave) to a student who needs to miss many school days for medical reasons, physical or psychological. In such cases the student's guidance counselor will convene a team meeting of the student's teachers, parents, and other interested parties to provide homebound services for the student while he/she is on leave.

Prescription Medication

Students taking prescription medication must bring their prescriptions to the Health and Wellness Center for review by the nurse. All psychotropic medications must be prescribed by a Delaware licensed psychiatrist and dispensed through the Health and Wellness Center and monitored by the nurse. Students may not keep medications on their person or within their belongings.

AFTERSCHOOL EXTRACURRICULAR ACTIVITIES

Moyer Academy will conduct a survey of its students to identify the kinds of afterschool activities in which students would like to become involved. Based on the survey results, Moyer will offer a limited number of afterschool activities for students in the 2010-2011 school year.

Volunteerism Requirement

Every Moyer student is required to complete volunteer work, either at the school or in the surrounding community. Students will be given a volunteerism form which must be filled out and signed by the community service coordinator (guidance counselor) and the person supervising the service. The following guidelines apply to the community service requirement:

6th Grade:	Eight (8) hours completed during the year
7th and 8th Grades:	Sixteen (16) hours completed during the year
9th Grade:	Twenty (20) hours completed during the year
10th and 11th Grades:	Forty (40) hours completed during the year
12th Grade:	Fifteen (15) hours completed during the year

SENIOR LEADERSHIP POSITIONS

Students Educating the Community about Healthy Choices

A group of seniors will be selected from those who have taken courses and have been trained by the guidance staff. These students will participate in weekly training sessions with faculty sponsors and are also trained to provide information on healthy lifestyles and resources to other students.

Individual Student Support (ISS)

Individual Student Support is a group of 12 seniors trained and supervised by the Health and Wellness Center's counseling staff to talk with students about personal issues and to act as a bridge to professional counseling. Students who wish to be selected for ISS must have completed the basic Health course and training with guidance counselors. The students then complete an application form in the spring of their junior year.

Peer Discussion Leaders

Peer discussion leaders are students in their junior and/or senior year who facilitate discussions about a variety of topics with students in the lower grades. Students who wish to be peer discussion leaders must have completed the Health course. These students submit applications in the spring of their sophomore or junior years, and begin their tenure in their junior or senior years. Peer discussion leaders participate in weekly training sessions with the faculty sponsor.

GENERAL STUDENT INFORMATION

Cell Phones

Cell phone use is not allowed at Moyer Academy. Please refer to the “Standards” section of this handbook.

Personal Belonging Searches

Moyer Academy recognizes that its students have legitimate privacy interests in their belongings and in their conduct. However, a student’s privacy interests are not absolute, particularly when those interests collide with real or perceived dangers to that student or to others, or when they collide with real or perceived violations of school rules and regulations, or of federal, state or local laws.

Moyer Academy accordingly reserves the right to inspect, search, and/or seize any student’s belongings or property (e.g., lockers, cars, backpacks) at any time if faculty, staff or other school representative reasonably believes that conduct violating school rules or policies has occurred, or that unlawful conduct has occurred, is occurring or will occur. Moyer may take this action on its own or in conjunction with law enforcement officials, as it sees fit under the circumstances. Moreover, no set guidelines can foresee or describe every situation that might arise and we cannot limit, in any way, Moyer’s ability to act as it deems appropriate under the circumstances.

Student-Teacher Conference Sessions

Conference sessions with teachers can be scheduled before or after school. These sessions may be required for students whose work is unsatisfactory, or for students who have been absent for an extended period.

VI PARENT INFORMATION

Moyer Academy believes that central to high student achievement and responsible behavior is parental involvement. Moyer provides a range of activities and supports. These include:

1. The Parent Contract (see attached)
2. Parent Advisory Council:

The Parent Advisory Council meets at least once a month to discuss issues, plans, etc., that effect student’s learning. While the council cannot be the point where individual student-teacher issues can be discussed, topics such as homework support at home, respectful student behaviors, and academic rigor in the classroom are encouraged to be discussed in the open forum of the Parent Advisory Council. All parents are automatically members of the Council upon their child’s enrollment. Parents may use attendance at these meetings to satisfy some of the required volunteer hours.

3. School and Community Programs
4. The Moyer-Family Online Connection (To be Determined)
5. Fines in lieu of out-of-school suspension:

When a student is subject to suspension because he/she has violated behavioral integrity standards of the community, parents may pay a fine of \$75 or do a minimum of sixteen (16) hours of service work at the school in lieu of the suspension. This opportunity does not apply to students who bring weapons to school, or use and/or sell drugs on school property. Such offenses will normally result in expulsion. Fines will be deposited in the student activities fund and used to support educational or extracurricular programs for students.

6. Parent/Guardian Volunteerism:

All Moyer Academy parents/guardians are expected to complete a minimum of forty (40) hours of community service to the school each year. Community Service credit and hours can be accumulated by attending Parent Advisory Council meetings, parent-teacher conferences regarding academics, and meetings with the Guidance Counselor.

The parent community service requirement is in addition to the volunteerism requirement each student must fulfill.

Parents who fail to complete the volunteerism requirement may need to assess whether they wish their child to continue as a part of the Moyer Academy community.

Moyer Academy Powered by K12

School Safety Plan

PURPOSE

The purpose of this plan is to provide emergency preparedness and response instructions, information, and procedures to protect the safety and well-being of students and staff of Moyer Academy at a time of an emergency. Specific objectives of this plan include:

- Protection of the safety and welfare of students and staff of MOYER ACADEMY.
- Provision of guidelines for a safe and coordinated response to emergency situations.
- Protections of MOYER ACADEMY facilities and property.
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible.
- Guidelines for coordination with off-site emergency operations resources.

MOYER ACADEMY EMERGENCY POLICY

- MOYER ACADEMY has established certain policies governing emergency preparedness and response, which relate directly to this plan. These include:
 - The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and MOYER ACADEMY Staff.
 - In the event of a major disaster during school hours, MOYER ACADEMY will not be dismissed without the express approval of the Principal or his designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
 - MOYER ACADEMY staff should be prepared to use fire extinguishers, turn off utilities (water, electricity, and gas) and be prepared to do search and rescue. Staff may be required to stay ON SITE for 24-36 hours or longer, so that parents will know their whereabouts of their child; however, it may be necessary to leave the site as a group. Students should be within the care of staff of MOYER ACADEMY. We will have

emergency supplies on hand and will be accessible in the event of an emergency. Students will only be released to people listed on the Emergency Release Form.

PROJECTIONS OF MOYER ACADEMY NEEDS:

The MOYER ACADEMY has enrollment of about 205 students ages 11-19. It has about 40 employees which are here for the full day. It is the school's projection that it may be necessary to provide care, including a meal for this number of people in the event of such an emergency.

Since many of the students live in the surrounding community, it is estimated that many parents will pick up students as soon as possible or students may walk home. It is the estimation of the staff that most students will be picked up within a six-hour period. The staff does estimate that less than 1/3 of the students would need to be here over a longer period of time. The projection is that there is a possibility of the need to provide overnight care for at most 50 students and adults.

It is projected that the school may need to provide care for 10-15 students for up to 36 hours. After 36 hours, the plan is to assess the situation and if appropriate to leave the site and take able students to individual homes with teachers or authorized adults or a Crisis/Mass Care Facility. Such transport would be with a teacher or authorized adult staying with the students. Notes as to the whereabouts of the students and adults would be posted at the school.

ALTERNATE SITES

If there is a need for evacuation from the school site the following sites are approved by the Principal for use:

Site Fletcher Brown Boys & Girls Club

COMMUNICATION

The MOYER ACADEMY Emergency Response Team Members have cell phones that may be used in case of an emergency. The school also has a battery operated radio and car radios to receive information. City disaster centers should be contacted to inform them of our needs. The school also has 2-way radios, which can be used to communicate internally. The staff has appointed a designated zone leader to contact parents in the case of an emergency.

MOYER ACADEMY PREPARREDNESS MEASURES

Staff Orientation to the Emergency Plan

The Principal orients employees to the Emergency Plan at least annually. Orientation includes a review of employees' mandated role as Emergency Response Team during declared disasters; the site's Emergency Management Program and concept of emergency operations, emergency response policies and procedures, and how to conduct and evaluate required drills.

The Principal may ask employees with specific skills to fulfill certain emergency management roles (i.e. First Aid, CPR, Search and Rescue and/or Fire Extinguisher training and certification).

Students and Staff with Special Needs

Students and staff with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs on the Emergency Information and Release Form. A copy of this form is maintained in a portable disaster file, which will be removed by the head of the school if the site must be evacuated.

Message to Parents

Each year all parents will be asked to fill out and sign the Emergency Information Release Form this provides an emergency medical release for the child and designees who are authorized to pick up their child.

Postings of Procedures

Evacuations routes and emergency procedures are posted by the doorway in each classroom and school offices. These posted procedures will include an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Students and staff will gather according to homeroom classes unless otherwise instructed by public safety officials. Attendance must be taken immediately upon meeting in assigned areas.

Classroom Disaster Kit

At the beginning of each school year, instructional staff will prepare a classroom disaster kit containing the specific supplies listed on the attached sheet. Whenever the building is evacuated, the teacher will remove this kit and the attendance sheet.

NOTE: The contents of this kit should be coordinated through the Principal or the Principal Designee.

Portable Disaster File

A portable file, containing student emergency contact and other disaster information will be maintained in the School Office and will be removed by the Office Staff whenever the building is evacuated.

Disaster Supplies

Disaster supplies for projected care for 36 hours including food, first aid, blankets, tarps, and tools are kept in the Middle School Building in the exterior supply room. This room is easily located and accessible to the entire staff. A list of all supplies that will be kept in the supply room is presented on the attached sheet.

MOYER ACADEMY Zones

To assist in identifying specific locations where there is a threat, MOYER ACADEMY has been divided into numbered zones. Each zone is assigned to a zone leader that will communicate all commands in the event that an emergency response is required. The zones are identified as follows:

Zone 1 Main Office & Reception	Zone Leader:	Ms. Hollins
Zone 2 Cafeteria	Zone Leader:	Ms. Ragin
Zone 3 MS Hallway	Zone Leader:	G4S
Zone 4 HS Hallway	Zone Leader:	Ms. Robinson
Zone 5 Digital Labs 1 & 2 /SPED	Zone Leader:	Mr. Darring
Zone 6 ISS /Gym & HS Science Lab	Zone Leader:	Mr. Parker
Zone 7 HS Science Lab	Zone Leader:	Ms. Long

Zones 1-7	Campus Overview	Zone Leader	Mrs. Thornton & Mr. Young
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EMERGENCY RESPONSE TEAM ROSTER & RESPONSIBILITIES

Dawna Thornton - Principal	Cassandra McKay - School Receptionist
Barry Young - Assistant Principal	Vinnie Hess - Facilities Supervisor
Havena Hollins - Executive Asst. to Principal	Blase Maitland - Dean of Students
Jackie Ragin- Program Manager	Dr. Edwin Freddie, VP of School Solutions
Bill Futrell, K12 Operations Consultant	Paul Darring - IT Coordinator
Incident Commander - Mrs. Thornton	Principal Designee - Mr. Young

City/County Communications Liaison - Mr. Bill Futrell

MOYER ACADEMY Communications Team - Ms. Hollins, Mrs. McKay, Ms. Robinson

Operations Team - Mrs. Thornton, Mr. Young, Mr. Maitland

Medical Team - School Nurse

Student Sign-Out Station - Front Desk

Search and Rescue Team - School SAFE Team

Building Evacuation Team – School SAFE Team

Emergency Supplies Coordinator – Ms. Hollins and/or Ms. Ragin

Emergency Codes

CODE RED	Threat Incident outside the facility that warrants lockdown of facility including SAFE Team Members. (Drive-by-Shooting, Outside Disruption, Terrorist Threat)
CODE YELLOW	Threat Incident inside the facility that warrants lockdown of facility excluding SAFE Team Members.
CODE BLACK	Evacuate Facility (Fire, Gas Leak, Bomb, or Bomb Threat)
CODE BROWN	Accidental Chemical, Biological, Radiological, or Nuclear Spill
CODE BLUE	Medical Emergency
CODE WHITE	Active Shooter or Multiple Response Required. (Used in conjunction with Red or Yellow Code) (Active Shooter, Hostage/Barricade Situation, Natural Disaster/Injury, Death or Suicide at School, Plane Crash Near School)
CODE GREEN	All Clear. Return to Classroom and/or normal activities.
CODE ORANGE	Evacuate. (When situation warrants beyond codes)

If there is an unknown person on campus, an announcement will be made that states, “Paging Mr. “Packard” to Zone _____”. This should be an indication to all staff member to lock all doors, internal and external.

Moyer Academy School of Science & Technology

Emergency Supply Kit Contents

- ✓ Copy of MOYER ACADEMY Emergency Operations Plan *(To Be Kept in Folder)*
- ✓ Class Roster *(Update Monthly or as Needed)*
- ✓ First Aid Kits (one per class) containing: *(To be kept in folder)*
 - Band Aids
 - Gauze
 - Tape
 - Antiseptics
 - Scissors
- ✓ Flashlights *(To Be Kept On Wall Near Emergency Response Folder)*
- ✓ Batteries *(To Be Kept In Flashlights)*
- ✓ Large plastic bags *(To Be Kept In Classroom)*
- ✓ Name Tags *(To Be Kept in Folder)*
- ✓ Pad and Pen *(To Be Kept in Folder)*
- ✓ Instructional Supplies (paper, pencils, etc.)



NOTE: All items listed above should only be used in the event of an announced code. Do not use these items as a part of your daily classroom activities. As items become depleted, remember to request replacements from Ms. Hollins.

Curriculum Scope & Sequence

School Moyer Academy Grade or Course ENG102: Literary Analysis and Composition I Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks			
Semester A: LIT/COM: Unit 1: Paragraph	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>7. 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</p>	Construction of a basic paragraph.	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best

	<p>when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). 		<p>readers understand what is being communicated.</p> <ul style="list-style-type: none"> • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>order (sequence)?</p> <ul style="list-style-type: none"> • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>10. 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 tasks, purposes, and audiences.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
<p>Semester A: LIT/COM: Unit 2: Stories of Scientists</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of</p>	<p>Understanding historical fiction including theme, purpose and point of view.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and</p>		<ul style="list-style-type: none"> • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>			
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	<p>meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester A: LIT/COM: Unit 3: Introduction to the Essay</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>7. 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</p>	<p>How to construct an essay.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought?

	<p>understanding of the subject under investigation.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>10. Write routinely over extended time frames (time</p>		<p>and non-use of language conventions help readers understand.</p> <ul style="list-style-type: none"> • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
<p>Semester A: LIT/COM: Unit 4: Building Critical Reading Skills</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>	<p>Teaching critical reading skills for comprehension.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning</p>		<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a 			
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	<p>dictionary).</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester A: LIT/COM: Unit 5: Stories of Our Time</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and</p>	<p>Reading and analysis of texts (ie: theme, point of view, characters, etc.)</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that 		<p>plain; often however, a reader must dig beneath the “surface” of the text to find that meaning.</p> <ul style="list-style-type: none"> • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the 			
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	<p>meaning of words with similar denotations.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>			
<p>Semester A: LIT/COM: Unit 6: Writing to a Prompt</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> o Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. o Provide a conclusion that follows from and reflects 	<p>Writing to various prompts for various purposes.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)?

	<p>on what is experienced, observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>1. 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 tasks, purposes, and audiences.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious</p>		<p>communicated.</p> <ul style="list-style-type: none"> • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>reasoning or exaggerated or distorted evidence.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>Semester A: LIT/COM: Unit 7: Select a Novel</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the</p>	<p>Reading a more complex story for comprehension and recall of events.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and 		<p>author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning.</p> <ul style="list-style-type: none"> • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and 			
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	<p>analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations.</p>			
<p>Semester A: LIT/COM: Unit 8: Building Critical Reading Skills</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions</p>	<p>Learning skills for reading comprehension.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. <p>4. Determine or clarify the meaning of unknown and</p>		<p>more than others.</p>	
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	<p>multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to</p>			
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<p>Semester A: LIT/COM: Unit 9: Personal Narrative</p>	<p>comprehension or expression.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> o Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Writing a personal narrative.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing?
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	<p>5. 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.</p> <p>6. 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.</p> <p>10. 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 tasks, purposes, and audiences.</p>		<p>are characteristics of voice which help to personalize text.</p>	<ul style="list-style-type: none"> • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
<p>Semester A: LIT/COM: Unit 10: To Everything There Is a Season</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex</p>	<p>Reading for comprehension and recall.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>Understanding a text's structure helps a reader understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new 			
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	<p>connections in light of the evidence and reasoning presented.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
Semester A: LIT/COM: Unit 11: Literature Semester 1 Review		Semester review and assessment		
Semester B: LIT/COM: Unit 1: Julius Caesar	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of</p>	Reading Shakespeare for comprehension and recall.	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>strategies to help them understand text.</p> <ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and 			
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	<p>understanding and make new connections in light of the evidence and reasoning presented.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>			
<p>Semester B: LIT/COM: Unit 2: Persuasive Essay</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> o Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create 	<p>Constructing a persuasive essay.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written

	<p>an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> o Develop claim(s) and counterclaims 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. o 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. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>		<p>mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.</p> <ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>language different from spoken language?</p> <ul style="list-style-type: none"> • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?
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	<p>significant for a specific purpose and audience.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to 			<ul style="list-style-type: none"> • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>10. 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 tasks, purposes, and audiences.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
<p>Semester B: LIT/COM: Unit 3: Building Critical Reading Skills</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Learning reading skills for comprehension and recall.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text

	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>		<p>present complex stories in which the inner and outer lives of human beings are revealed.</p> <ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	<p>valid?</p> <ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree?
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	<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the 			
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	<p>meaning of a word or phrase.</p> <ul style="list-style-type: none"> o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 4: Advice and Instruction</p>	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its 	<p>Reading to identify theme and author's point of view.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we

	<p>development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read</p>		<p>of human beings are revealed.</p> <ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its meaning. • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	<p>reading?</p> <ul style="list-style-type: none"> • What is the author's angle or perspective? • What should we do when texts or authors disagree?
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	<p>and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge 			
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	<p>ideas and conclusions.</p> <ul style="list-style-type: none"> o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 5: Building Critical Reading Skills</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed,</p>	<p>Learning reading skills for comprehension and recall.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader understand its 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree?

	<p>and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of</p>		<p>meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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<p>Semester B: LIT/COM: Unit 6: Research Paper</p>	<p>the range.</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 	<p>Learning to construct a research paper (process writing).</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing?
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	<p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. o Develop the topic with well-chosen, relevant, and 		<p>are characteristics of voice which help to personalize text.</p>	<ul style="list-style-type: none"> • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> o Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. o Use precise language and domain-specific vocabulary to manage the complexity of the topic. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p>			
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	<p>6. 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.</p> <p>7. 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.</p> <p>8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in 			
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	<p>a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>10. 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 tasks, purposes, and audiences.</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
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	<p>o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>6. Acquire and use accurately general academic and</p>			
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	<p>domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			
<p>Semester B: LIT/COM: Unit 7: Select a Novel</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Reading a more complex story for comprehension and recall of events.</p>	<ul style="list-style-type: none"> • Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have 	<ul style="list-style-type: none"> • What does a reader gain by retelling a story? • Under what conditions is an interpretation of text valid? • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree?

	<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>different structures. Understanding a text's structure helps a reader understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Good readers employ strategies to help them understand text. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
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	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and 			
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	<p>understanding and make new connections in light of the evidence and reasoning presented.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 8: Literature Semester 2 Review</p>		<p>Semester review and assessment</p>		
<p>Semester A: GUM: Unit 1: Reviewing Sentences Unit 2: Reviewing Nouns and Pronouns Unit 3: Reviewing Verbs Unit 4: Reviewing Adjectives and Adverbs Unit 5: Other Parts of Speech and Review Unit 6: Complements Unit 7: Phrases Unit 8: Verbals and Verbal Phrases Unit 9: Clauses Unit 10: Fragments and Run-Ons Unit 11: GUM Semester 1 Review and Assessment</p> <p>Semester B: GUM: Unit 1: Using Verbs Unit 2: Using Pronouns Unit 3: Subject and Verb Agreement</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure.* • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of</p>	<p>Understand and use correct grammar, punctuation and capitalization</p>	<ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • Conventions of language help readers understand what is being communicated. 	<ul style="list-style-type: none"> • How do writers communicate clearly? • To what extent do conventions of language impact communication? • Why do we need grammar?

<p>Unit 4: Using Adjectives and Adverbs Unit 5: Capital Letters Unit 6: End Marks and Commas Unit 7: Italics and Quotation Marks Unit 8: Other Punctuation Unit 9: GUM Semester 2 Review and Assessment</p>	<p>the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. 			
<p>Semester A: VOC: Unit 1: Motion Unit 2: Position Unit 3: Joining Unit 4: Separation Unit 5: Vocabulary Semester 1 Review and Assessment</p> <p>Semester B: VOC: Unit 1: Sight Unit 2: The Other Senses Unit 3: Emotions Unit 4: The Shapes of Things Unit 5: Vocabulary Semester 2 Review and Assessment</p>	<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn't work. They not only know many different strategies, but they never get stuck in persisting with one that isn't working • Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the "surface" of the text to find the meaning. • Good readers employ strategies to help them understand text. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?

Curriculum Scope & Sequence

School Moyer Academy Grade or Course ENG 202: Literary Analysis and Composition II Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: LIT/COM: Unit 1: Stories in Verse: Narrative Poetry	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or</p>	Understanding the structures of different types of texts.	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate 			
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	<p>and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester A: LIT/COM: Unit 2: Autobiographical Incident</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Audience and purpose (e.g., to inform, persuade, 	<ul style="list-style-type: none"> • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • Why write? What if writing didn’t exist?

	<p>of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether</p>		<p>entertain) influence the use of literary techniques (e.g., style, tone, word choice).</p> <ul style="list-style-type: none"> • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>Why share personal experiences in writing? To what extent is the pen mightier than the sword? How is written language different from spoken language? What makes writing worth reading?</p> <ul style="list-style-type: none"> • How do writers express their thoughts and feelings? Where do ideas for writing come from? What makes writing flow? • How do effective writers hook and hold their readers? What makes writing easy to follow? What is the best beginning? What is the best ending? What is the best order (sequence)? What is a complete thought? • Why am I writing? For whom? What am I trying to achieve through my writing? Who will read my writing? What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers
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	<p>the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> o Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the 			<p>communicate clearly?</p> <ul style="list-style-type: none"> • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>experiences, events, setting, and/or characters.</p> <ul style="list-style-type: none"> o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. 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 tasks, purposes, and audiences.</p>			
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	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the 			
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<p>Semester A: LIT/COM: Unit 3: Building Critical Reading Skills</p>	<p>discipline and writing type.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Developing skills for reading comprehension and recall.</p>	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They do not only know many different strategies, but they never get stuck in persisting with one that isn’t working. • The reader’s interaction with text changes with time and experience. • Good readers employ strategies to help them understand text. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
<p>Semester A: LIT/COM: Unit 4: <i>The Miracle Worker</i></p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?

	<p>development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</p>			
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	<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>			
<p>Semester A: LIT/COM: Unit 5: Letter to the Editor</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. Write routinely over</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow?

	<p>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 tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend</p>		<p>view is influenced by his experience.</p> <ul style="list-style-type: none"> • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What is the best beginning? • What is the best ending? What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. 			
Semester A: LIT/COM: Unit 6: Building Critical Reading Skills	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	Developing skills for reading comprehension and recall.	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They do not only know many different strategies, but they never get stuck in persisting with one that isn’t working. • The reader’s interaction with text changes with time and experience. • Good readers employ strategies to help them understand text. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
Semester A: LIT/COM: Unit	1. Cite strong and thorough	Understanding the structures	• Different types of	• What do good

<p>7: Select a Novel</p>	<p>textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>10. By the end of grade 9, read</p>	<p>of different types of texts.</p>	<p>texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<p>readers do?</p> <ul style="list-style-type: none"> • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. o Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. o Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. o Use precise language and domain-specific vocabulary to manage the complexity of the topic. 			
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	<ul style="list-style-type: none"> o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			
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	<ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>			
<p>Semester A: LIT/COM: Unit 8: Persuasive Speech</p>	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series 	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions)

	<p>of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether</p>		<p>plain; often however, a reader must dig beneath the "surface" of the text to find that meaning.</p>	<ul style="list-style-type: none"> • How much does this matter? • How can I uncover it?
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	<p>the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> o Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. o Develop claim(s) and counterclaims 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. o 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 			
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	<p>between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>			
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	<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, 			
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	<p>adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four</p>			
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	<p>Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully 			
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	<p>to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to 			
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	<p>introduce a list or quotation. o Spell correctly.</p>			
<p>Semester A: LIT/COM: Unit 9: Irony</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery.</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). 			
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	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester A: LIT/COM: Unit 10: Writing to a Prompt</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings?

	<p>used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10</p>		<p>signs and traffic signals. They guide readers through the text to help avoid confusion.</p> <ul style="list-style-type: none"> • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> o Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. o Develop claim(s) and counterclaims 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. o 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. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding 			
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	<p>statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
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	<ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. 			
<p>Semester A: LIT/COM: Unit 11: Semester Review and Test</p>		<p>Semester review and assessment</p>		

<p>Semester B: LIT/COM: Unit 1: What's Important?</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>5. Demonstrate understanding of figurative</p>			
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	<p>language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 2: Literary Essay About Character</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from?

	<p>technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding</p>		<p>readers through the text to help avoid confusion.</p> <ul style="list-style-type: none"> • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>What makes writing flow?</p> <ul style="list-style-type: none"> • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	as needed at the high end of the range.			
Semester B: LIT/COM: Unit 3: Building Critical Reading Skills	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	Developing skills for reading comprehension and recall.	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They do not only know many different strategies, but they never get stuck in persisting with one that isn’t working. • The reader’s interaction with text changes with time and experience. • Good readers employ strategies to help them understand text. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
Semester B: LIT/COM: Unit 4: The Language of Poetry	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and</p>	Understanding the structures of different types of texts.	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of

	<p>analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>		<p>helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<p>texts?</p> <ul style="list-style-type: none"> • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the 			
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	<p>meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 5: Building Critical Reading Skills</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. o Verify the preliminary 	<p>Developing skills for reading comprehension and recall.</p>	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They do not only know many different strategies, but they never get stuck in persisting with one that isn’t working. • The reader’s interaction with text changes with time and experience. • Good readers employ strategies to help them understand text. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?

	<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
<p>Semester B: LIT/COM: Unit 6: Writing to a Prompt</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to

	<p>when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. 		<p>readers understand.</p> <ul style="list-style-type: none"> • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>achieve through my writing?</p> <ul style="list-style-type: none"> • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
<p>Semester B: LIT/COM: Unit 7: Research Paper Part 1</p>	<p>2. Determine a central idea of a text and analyze its</p>	<p>Produce writing with organization, purpose and</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to 	<ul style="list-style-type: none"> • Why write? • What if writing

	<p>development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different</p>	<p>clarity.</p>	<p>inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice).</p> <ul style="list-style-type: none"> • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>didn't exist?</p> <ul style="list-style-type: none"> • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? What will work best for my audience? • Why does a writer
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	<p>mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>			<p>choose the form of writing he/she does?</p> <ul style="list-style-type: none"> • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. 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.</p> <p>8. 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.</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
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	<ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. 			
<p>Semester B: LIT/COM: Unit 8: Select a Novel</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, 	<ul style="list-style-type: none"> • What do good readers do? • What do they do

	<p>explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and</p>		<p>expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<p>when they do not understand?</p> <ul style="list-style-type: none"> • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). o Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
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	<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 9: Research Paper Part 2</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by</p>	<p>Develop researching skills and an objective fact based research paper.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending?

	<p>particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>readers understand what is being communicated.</p> <ul style="list-style-type: none"> • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What is the best order (sequence)? What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>5. 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.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. 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.</p>			
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	<p>10. 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 tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make</p>			
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	<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. 			
<p>Semester B: LIT/COM: Unit 10: Practical Writing</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. 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.</p> <p>6. 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.</p> <p>10. 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</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best

	<p>tasks, purposes, and audiences.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Use parallel structure.* o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. o Use a colon to introduce a list or quotation. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Write and edit work so that it conforms to the guidelines in a style manual 		<p>what is being communicated.</p> <ul style="list-style-type: none"> • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>order (sequence)?</p> <ul style="list-style-type: none"> • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	(e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.			
Semester B: LIT/COM: Unit 11: Semester Review and Test		Semester review and assessment		

Curriculum Scope & Sequence

School Moyer Academy Grade or Course ENG:302: American Literature Teacher

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>Semester A: LIT/COM: Unit 1: Autobiographical Incident</p>	<p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
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	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and 			
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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and 			
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	<p>analyze their role in the text.</p> <ul style="list-style-type: none"> o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester A: LIT/COM: Unit 2: Memoir</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> o Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. o Use 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 (e.g., a sense of mystery, suspense, growth, or resolution). o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. o Provide a conclusion that follows from and reflects on what is experienced, 	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought?

	<p>observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of</p>		<p>conventions help readers understand.</p> <ul style="list-style-type: none"> • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>3. Apply knowledge of</p>			
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	<p>language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. 			
<p>Semester A: LIT/COM: Unit 3: Elements of a Short Story</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from</p>			
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	<p>the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate</p>			
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	<p>effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or 			
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	<p>research is required to deepen the investigation or complete the task.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester A: LIT/COM: Unit 4: Critical Skills Practice 1</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Determine or clarify the meaning of unknown and</p>			
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	<p>multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to</p>			
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<p>Semester A: LIT/COM: Unit 5: <i>To Kill a Mockingbird</i></p>	<p>comprehension or expression.</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 5. Analyze how an author's choices concerning how to 	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early- 			
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	<p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic 			
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	<p>discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <ul style="list-style-type: none"> o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or</p>			
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	<p>poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>			
<p>Semester A: LIT/COM: Unit 6: Argument</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5. 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.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> o Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. o Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. o Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between 			
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	<p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the argument presented. <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including</p>			
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	<p>new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a 			
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	<p>matter of convention, can change over time, and is sometimes contested.</p> <ul style="list-style-type: none"> o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 			
<p>Semester A: LIT/COM: Unit 7: Two Great Speeches</p>	<p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public</p>	<p>Demonstrate knowledge of oral communication and create a speech that addresses audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., inform, persuade, entertain) influence communication • Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, 	<ul style="list-style-type: none"> • How is spoken language different from written language? • How can I communicate so others will listen? • How do speakers express their thoughts and

	<p>advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. o Develop 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 		<p>hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.</p> <ul style="list-style-type: none"> • The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message. • A speaker selects a form and organizational pattern based on his purpose. • A speaker’s point of view is influenced by his experience. • Rhetorical devices (e.g., questioning, repetition, alliteration) help the speaker convey his message. • A speaker’s word choice and style are characteristics of voice which helps to personalize the message. 	<p>feelings?</p> <ul style="list-style-type: none"> • From where do ideas for speeches come? • How do effective speakers hook and hold their audience? • What is the best beginning? • What is the best ending? • Why am I speaking? • For whom? • What am I trying to achieve through my speech? • Who is my audience? • Why does a speaker choose the organizational pattern he/she does? • What is the relationship between speaker and listener? • How do speakers communicate clearly? • What makes a good speech?
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	<p>topic.</p> <ul style="list-style-type: none"> o Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. o Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce,</p>			
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	<p>publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of</p>			
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	<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard</p>			
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	<p>English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 			
<p>Semester A: LIT/COM: Unit 8: Semester Review and Test</p>		<p>Semester review and assessment</p>		
<p>Semester B: LIT/COM: Unit 1: Voices and Viewpoints</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including</p>			
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	<p>how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). 			
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	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what 			
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	<p>additional information or research is required to deepen the investigation or complete the task.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 2: American Renaissance</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories,</p>			
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	<p>dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,</p>			
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	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>5. Demonstrate understanding of figurative</p>			
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	<p>language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 3: Critical Skills Practice 2</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5. 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.</p> <p>6. Determine an author's</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the 			
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	<p>overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 4: Research Paper</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand?

	<p>including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>5. 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.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>7. 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</p>		<p>different structures. Understanding a text's structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>problem.</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. o Develop 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. o Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships 			
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	<p>among complex ideas and concepts.</p> <ul style="list-style-type: none"> o Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			
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	<p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is 			
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	<p>sometimes contested.</p> <ul style="list-style-type: none"> o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>7. 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.</p> <p>2. Integrate multiple sources of information presented in</p>			
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	<p>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.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>			
<p>Semester B: LIT/COM: Unit 5: The Harlem Renaissance</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the</p>			
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	<p>grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and</p>			
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	<p>expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>5. Demonstrate understanding of figurative language, word relationships,</p>			
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	<p>and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 6: Critical Skills Practice 3</p>	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 5. 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. 6. Determine an author's point of view or purpose in a 	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?

	<p>text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, 			
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	<p>paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>Semester B: LIT/COM: Unit 7: <i>Our Town</i></p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where</p>	<p>Understanding the structures of different types of texts.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ?

	<p>the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories,</p>		<p>Understanding a text’s structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • How should I read different types of texts? • What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) • How much does this matter? • How can I uncover it?
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	<p>dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to 			
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	<p>promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <ul style="list-style-type: none"> o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 8: Practical Writing</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal

	<p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format</p>		<p>techniques (e.g., style, tone, word choice).</p> <ul style="list-style-type: none"> • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>experiences in writing?</p> <ul style="list-style-type: none"> • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing?
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	<p>for citation.</p> <p>10. 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 tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, 			<ul style="list-style-type: none"> • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.			
Semester B: LIT/COM: Unit 9: Semester Review and Test		Semester review and assessment		

Curriculum Scope & Sequence

School Moyer Academy Grade or Course ENG 402: British and World Literature Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>Semester A: LIT/COM: Unit 1: Stories of Heroes</p>	<p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p>words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early- 		<p>meaning.</p>	
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	<p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 			
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	<p>o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			
<p>Semester A: LIT/COM: Unit 2: Love and Beauty</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn’t work. They not only know many strategies, but they never get stuck in persisting with one that isn’t working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text’s structure helps a reader better 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p>meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. 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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at</p>		<p>understand its meaning.</p>	
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	<p>the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>			
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	<ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 			
<p>Semester A: LIT/COM: Unit 3: Planning a Research Paper</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters</p>	<p>Developing good research techniques including determining purpose, topic and audience.</p>	<ul style="list-style-type: none"> • Good researchers start with a clear purpose, topic, and audience when doing research. • Good researchers extract information 	<ul style="list-style-type: none"> • Why conduct research? • What is the purpose for research? • Why do good researchers avoid plagiarizing?

	<p>uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. 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.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the</p>		<p>from sources and draw logical conclusions.</p> <ul style="list-style-type: none"> • Good researchers present information without plagiarizing. • Good research is shared in effective ways with intended audiences for specific purposes. 	
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	<p>power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as</p>			
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	<p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of 			
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	<p>complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>			
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	<p>relevant and sufficient evidence.</p> <ul style="list-style-type: none"> o Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. o Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. o Use words, phrases, and clauses as well as varied syntax 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. o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the argument presented. 			
<p>Semester A: LIT/COM: Unit 4: Critical Skills Practice 1</p>	<p>3. Apply knowledge of language to understand how</p>	<p>Applying skills for writing effectively.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to 	<ul style="list-style-type: none"> • Why write? • What if writing

	<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning 		<p>inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice).</p> <ul style="list-style-type: none"> • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>didn’t exist?</p> <ul style="list-style-type: none"> • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer
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	<p>of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<p>choose the form of writing he/she does?</p> <ul style="list-style-type: none"> • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
<p>Semester A: LIT/COM: Unit 5: Drafting a Research Paper</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4. Determine the meaning of words and phrases as they are</p>	<p>Developing good research techniques including determining purpose, topic and audience.</p>	<ul style="list-style-type: none"> • Good researchers start with a clear purpose, topic, and audience when doing research. • Good researchers extract information from sources and draw logical conclusions. • Good researchers present information without plagiarizing. • Good research is shared in effective ways with intended audiences for specific purposes. 	<ul style="list-style-type: none"> • Why conduct research? • What is the purpose for research? • Why do good researchers avoid plagiarizing?

	<p>used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. 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.</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>7. 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.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing,</p>			
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	<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. Write routinely over extended time frames (time</p>			
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	<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. 			
<p>Semester A: LIT/COM: Unit 6: Critical Skills Practice 2</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts 	<p>Applying skills for writing effectively.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing

	<p>when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. 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;</p>		<p>read between the lines to find the intended meaning.</p> <ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>worth reading?</p> <ul style="list-style-type: none"> • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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	<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> • What is the voice thing, anyway? • Why do we need grammar?
<p>Semester A: LIT/COM: Unit 7: Finishing a Research Paper</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. 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.</p> <p>7. 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.</p> <p>4. Produce clear and coherent writing in which the</p>	<p>Developing good research techniques including determining purpose, topic and audience.</p>	<ul style="list-style-type: none"> • Good researchers start with a clear purpose, topic, and audience when doing research. • Good researchers extract information from sources and draw logical conclusions. • Good researchers present information without plagiarizing. • Good research is shared in effective ways with intended audiences for specific purposes. 	<ul style="list-style-type: none"> • Why conduct research? • What is the purpose for research? • Why do good researchers avoid plagiarizing?

	<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. 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</p>			
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	<p>plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of 			
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	<p>speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <ul style="list-style-type: none"> o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester A: LIT/COM: Unit 8: Challenge and Turning Points</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include</p>	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p>Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. 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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection,</p>			
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	<p>and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to 			
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	<p>evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 			
<p>Semester A: LIT/COM: Unit 9: Semester Review and Test</p>		<p>Semester review and assessment</p>		
<p>Semester B: LIT/COM: Unit 1: Sherlock Holmes Mysteries</p>	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more 	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author

	<p>themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view</p>		<p>meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<p>saying?</p> <ul style="list-style-type: none"> • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?
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	<p>requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. 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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>			
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	<p>products in response to ongoing feedback, including new arguments or information.</p> <p>7. 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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of 			
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	<p>American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and 			
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	<p>deadlines, and establish individual roles as needed.</p> <ul style="list-style-type: none"> o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 			
<p>Semester B: LIT/COM: Unit 2: Planning an Expository Essay</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for

	<p>o Develop 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.</p> <p>o Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>o Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>10. 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 tasks, purposes</p> <p>2. Integrate multiple sources</p>		<p>signals. They guide readers through the text to help avoid confusion.</p> <ul style="list-style-type: none"> • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>writing come from?</p> <ul style="list-style-type: none"> • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>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.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can 			
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	<p>change over time, and is sometimes contested.</p> <ul style="list-style-type: none"> o Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 3: Critical Skills Practice 3</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> o Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts 	<p>Applying skills for writing effectively.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing

	<p>when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6. 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;</p>		<p>read between the lines to find the intended meaning.</p> <ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>worth reading?</p> <ul style="list-style-type: none"> • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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	<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<ul style="list-style-type: none"> • What is the voice thing, anyway? • Why do we need grammar?
<p>Semester B: LIT/COM: Unit 4: Writing an Expository Essay</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> o Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. o Develop 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. o Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. o Use precise language, domain-specific vocabulary, and techniques such as 			

	<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none"> o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. 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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>			
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	<p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>10. 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 tasks, purposes</p> <p>2. 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.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of</p>			
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	<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, 			
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	<p>consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. 			
<p>Semester B: LIT/COM: Unit 5: Novel Choice</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read

	<p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. Analyze multiple interpretations of a story,</p>		<p>are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working.</p> <ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<p>between the lines?</p> <ul style="list-style-type: none"> • How do I know I am getting the point and not merely imposing my views and experience?
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	<p>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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, 			
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	<p>purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; 			
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	<p>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			
<p>Semester B: LIT/COM: Unit 6: The Natural World</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings</p>	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p>or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. 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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
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	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and 			
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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 			
<p>Semester B: LIT/COM: Unit 7: <i>Romeo and Juliet</i></p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Understanding the structures of different types of texts</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?

	<p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which</p>		<p>understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Good readers may use many strategies that work, and they quickly try another one when one they are using doesn't work. They not only know many strategies, but they never get stuck in persisting with one that isn't working. • Different types of texts (e.g., narrative, mystery, biography expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?
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	<p>grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>7. 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.)</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). o Apply grades 11–12 Reading standards to literary 			
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	<p>nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. o Propel conversations by posing and responding to questions that probe reasoning and evidence; 			
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	<p>ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <ul style="list-style-type: none"> o Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 			
<p>Semester B: LIT/COM: Unit 8: Practical Writing</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. o Resolve issues of complex or contested usage, consulting references (e.g., 	<p>Produce writing with organization, purpose and clarity.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his 	<ul style="list-style-type: none"> • Why write? • What if writing didn't exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers?

	<p>Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o Observe hyphenation conventions. o Spell correctly. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. o Analyze nuances in the meaning of words with similar denotations. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> o Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. o Use narrative 		<p>purpose.</p> <ul style="list-style-type: none"> • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<p>techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> o Use 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 (e.g., a sense of mystery, suspense, growth, or resolution). o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 			
<p>Semester B: LIT/COM: Unit 9: Semester Review and Test</p>		<p>Semester review and assessment</p>		

Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 6: English/Language Arts Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>COMPOSITION:</p> <p>Writing a Memoir</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section that follows from the information or explanation 	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why share personal experiences in writing? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience?

	<p>presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>10. Write routinely over extended time</p>			<ul style="list-style-type: none"> • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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	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.			
COMPOSITION: Writing a Research Paper	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section that follows from the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	Write for a specific audience and purpose.	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. 	<ul style="list-style-type: none"> • What makes writing worth reading? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?

	<ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of</p>			
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	<p>others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). • Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style.* • Maintain consistency in style and tone.* <p>Reading: Informational Text</p>			
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	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
<p>COMPOSITION: Writing to a Prompt</p>	<p style="text-align: center;">Writing</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear 	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). 	<ul style="list-style-type: none"> • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow?

	<p>reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p style="text-align: center;">Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. 		<ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. 	<ul style="list-style-type: none"> • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
<p>COMPOSITION: Writing an Editorial</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and 	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid 	<ul style="list-style-type: none"> • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers?

	<p>cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section that follows from the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>10. 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.</p>		<p>confusion.</p> <ul style="list-style-type: none"> • A writer selects a form based on his purpose. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway?
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	<p style="text-align: center;">Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style.* • Maintain consistency in style and tone.* 			
<p>COMPOSITION: Writing a Speech</p>	<p style="text-align: center;">Writing</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice 	<ul style="list-style-type: none"> • Why write? • Why share personal experiences in writing? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing?

	<p>editing, rewriting, or trying a new approach.</p> <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. <p style="text-align: center;">Speaking & Listening</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>which help to personalize text.</p>	<ul style="list-style-type: none"> • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
<p>COMPOSITION:</p>	<p style="text-align: center;">Writing</p>	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, 	<ul style="list-style-type: none"> • What makes writing flow? • What makes writing easy

<p>Writing a Business Letter</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. <p style="text-align: center;">Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style.* • Maintain consistency in style and tone.* 		<p>persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice).</p> <ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<p>to follow?</p> <ul style="list-style-type: none"> • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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<p>COMPOSITION:</p> <p>Writing a Compare and Contrast Essay</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. <p>10. 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.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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	<p>when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. <p>Reading - Informational Text</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>			
<p>COMPOSITION:</p> <p>Writing a Character Sketch</p>	<p>Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other 	<p>Write for a specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language 	<ul style="list-style-type: none"> • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to

	<p>information and examples.</p> <ul style="list-style-type: none"> • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* • Spell correctly. 		<p>help readers understand what is being communicated.</p> <ul style="list-style-type: none"> • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>achieve through my writing?</p> <ul style="list-style-type: none"> • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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<p>GRAMMAR, USAGE, and MECHANICS</p> <p>Punctuation</p> <p>Nouns</p> <p>Pronouns I</p> <p>Pronouns II</p> <p>Adjectives</p> <p>Verbs I</p> <p>Verbs II</p> <p>Verbs III</p> <p>Adverbs</p> <p>Prepositions, Conjunctions, and Interjections I</p> <p>Prepositions, Conjunctions, and Interjections II</p>	<p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Use intensive pronouns (e.g., <i>myself, ourselves</i>). • Recognize and correct inappropriate shifts in pronoun number and person.* • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* • Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* 	<p>Demonstrate command of proper grammar conventions.</p>	<ul style="list-style-type: none"> • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • Conventions of language help readers understand what is being communicated • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • To what extent do conventions of language impact communication? • How do writers communicate clearly? • Why do we need grammar?
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<p>VOCABULARY: Units 1-17</p>	<p style="text-align: center;">Language</p> <p>4. 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.</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context. • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the "surface" of the text to find the meaning. • Good readers employ strategies to help them understand text. • Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn't work. They not only know many different strategies, but they never get stuck in persisting with one that isn't working 	<ul style="list-style-type: none"> • What do you do when you do not understand everything in the text? • What do good readers do? • What do they do when they do not understand?
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	<ul style="list-style-type: none"> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). <p>6. 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.</p>			
<p>LITERATURE: Lessons Learned</p>	<p style="text-align: center;">Reading - Literature</p> <p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. A good story has a pattern or plan. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts? What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions)

<p>LITERATURE: Mostly Heroes</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p style="text-align: center;">Speaking & Listening</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree?
<p>LITERATURE: The Prince and the Pauper</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective?

	contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.			
LITERATURE: Seasonal Change	<p align="center">Reading - Literature</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p align="center">Language</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. 	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> What makes a book or story great? What is the relationship between popularity and greatness in literature? Is a “good read” always a great book?
LITERATURE: Curious Creatures	<p align="center">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What should we do when texts or authors disagree? What makes a book or story great? Is a “good read” always a great book?

	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Reading - Informational Text</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>		<p>They present complex stories in which the inner and outer lives of human beings are revealed.</p>	
<p>LITERATURE: Select a Novel</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> ● Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. ● Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> ● From whose viewpoint are we reading? ● What is the author’s angle or perspective? ● What makes a book or story great? ● Is a “good read” always a great book?

	the range.			
LITERATURE : Stories from the Bible	Reading - Literature 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps a reader better understand its meaning. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
LITERATURE : Early American Lives	Reading - Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. • A good story has a pattern or plan. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective? • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
LITERATURE : Stories of Washington Irving	Reading - Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Different types of texts 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective? • What do good readers do? • What do they do when

	<p>text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>		<p>(e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. 	<p>they do not understand?</p> <ul style="list-style-type: none"> • How do texts differ? • How should I read different types of texts?
<p>LITERATURE : Passing Moments</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What makes a book or story great? • Is a “good read” always a great book?

	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 			
<p>LITERATURE :</p> <p>Select a Novel</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories,</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective? • What makes a book or story great? • Is a "good read" always a great book?

	dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		inner and outer lives of human beings are revealed.	
LITERATURE : William Shakespeare	Reading - Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6. Explain how an author develops the point of view of the narrator or speaker in a text. 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What makes a book or story great? • Is a “good read” always a great book?
LITERATURE : No Matter Where It’s Going	Reading - Literature 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree?

	<p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 			
<p>LITERATURE :</p> <p>Don Quixote</p>	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps a reader better understand its meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What makes a book or story great? • Is a "good read" always a great book?

	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		human beings are revealed.	
LITERATURE : I Didn't Know That	<p>Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Speaking & Listening</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective? • What should we do when texts or authors disagree? • What makes a book or story great? • Is a “good read” always a great book?
LITERATURE : Select a Novel	<p>Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective?

	comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		inner and outer lives of human beings are revealed.	
LITERATURE : Sherlock Holmes	<p align="center">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective?
LITERATURE : American Themes	<p align="center">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree?

	<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 			
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<p>LITERATURE : Paddle-to-the-Sea</p>	<p>Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective?
<p>LITERATURE : Life Stories: Young and Brave</p>	<p>Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective?

	<p>meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
<p>LITERATURE :</p> <p><i>Little Women</i></p>	<p>Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with</p>	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective?

	scaffolding as needed at the high end of the range.			
LITERATURE : American Tall Tales	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective?
LITERATURE : Select a Novel	<p style="text-align: center;">Reading - Literature</p> <p>1. Cite textual evidence to support analysis</p>	Learn new vocabulary words to be used in writing as well as learn how to define	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle

	<p>of what the text says explicitly as well as inferences drawn from the text.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>vocabulary words in context.</p>	<p>reader must dig beneath the “surface” of the text to find that meaning.</p> <ul style="list-style-type: none"> • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<p>or perspective?</p>
<p>SPELLING: Units 1-36</p>	<p style="text-align: center;">Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Spell correctly. 	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> • Conventions of language help readers understand what is being communicated. 	<ul style="list-style-type: none"> • How do writers communicate clearly?

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: Grade 7: Intermediate Lit/Lang Skills A Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>COMPOSITION: Introduction to the Paragraph</p>	<p style="text-align: center;">Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. 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.</p> <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • What am I trying to achieve through my writing?

	<p>conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>6. 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.</p>			<ul style="list-style-type: none"> • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?
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<p>COMPOSITION: Personal Narrative</p>	<p style="text-align: center;">Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why share personal experiences in writing? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience?
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	<p>editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. 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.</p> <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an</i> 			<ul style="list-style-type: none"> • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication?
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	<p><i>old[,] green shirt).</i></p> <ul style="list-style-type: none"> • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>6. 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.</p>			
<p>COMPOSITION: Persuasive Essay</p>	<p style="text-align: center;">Writing</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument 	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help 	<ul style="list-style-type: none"> • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to

	<p>presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. 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.</p> <p>10. 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.</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling 		<p>readers understand.</p> <ul style="list-style-type: none"> • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<p>follow?</p> <ul style="list-style-type: none"> • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?
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	<p style="text-align: center;">modifiers.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>6. 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.</p> <p style="text-align: center;">Reading – Informational Text</p> <p>7. 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).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the</p>			
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	<p>claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p style="text-align: center;">Speaking & Listening</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
<p>COMPOSITION: Research Report</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to 	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize 	<ul style="list-style-type: none"> • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of

	<p>inform about or explain the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. 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.</p> <p>10. 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.</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the</p>		<p>text.</p>	<p>writing he/she does?</p> <ul style="list-style-type: none"> • How do writers communicate clearly?
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	<p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking,</p>			
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	<p>reading, or listening.</p> <ul style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>6. 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.</p> <p>Reading – Informational Text</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>			
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	<p>6. 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.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>			
<p>COMPOSITION: Advertisement</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. 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.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • Where do ideas for writing come from? • How do effective writers hook and hold their readers? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate

	<p>and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, 			<p>clearly?</p> <ul style="list-style-type: none"> • To what extent do conventions of language impact communication?
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	<p><i>respectful, polite, diplomatic, condescending).</i></p> <p>6. 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.</p> <p style="text-align: center;">Speaking & Listening</p> <p>4. 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.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>GRAMMAR, USAGE, and MECHANICS</p> <p>The Sentence</p> <p>Nouns and Pronouns</p> <p>Verbs and Complements</p> <p>Adjectives and Adverbs</p> <p>Other Parts of</p>	<p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	<p>Demonstrate command of proper grammar conventions.</p>	<ul style="list-style-type: none"> • Conventions of language help readers understand what is being communicated • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • How do writers communicate clearly? • To what extent do conventions of language impact communication? • Why do we need grammar?

<p>Speech and Review Phrases Sentence Structure</p>	<ul style="list-style-type: none"> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). Spell correctly. 			
<p>LITERATURE UNIT: Lessons Learned</p>	<p>Reading – Literature</p> <ol style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Writing</p> <ol style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What is the author saying? How do I know? What is the gist? What is the main idea? How do I read between the lines? How do I know I am getting the point and not merely imposing my views and experience?

	<p>reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <p>Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own 			
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	<p>views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
<p>LITERATURE UNIT: Animal Adventures</p>	<p>Reading – Informational Text</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>5. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her opinion from that of others.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What should we do when texts or authors disagree? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p>reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own views. <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and</p>			
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	specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
LITERATURE UNIT: Select a Novel	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Differentiate between different types of texts and demonstrate comprehension.	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What is the author saying? What is the main idea? How do I read between the lines?
LITERATURE UNIT: Life Stories: Creative Lives	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7. 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 film).</p> <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Differentiate between different types of texts and demonstrate comprehension.	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> How do texts about other ages, genders, nationalities, races, religions, and disabilities tell experiences similar to mine?

	<p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own views. <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
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	<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). 			
<p>LITERATURE UNIT:</p> <p>Select a Novel</p>	<p style="text-align: center;">Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What is the author saying? What is the main idea? How do I read between the lines?
<p>LITERATURE UNIT:</p> <p>Stories of Our Time</p>	<p style="text-align: center;">Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What is the author

	<p>text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, 			<p>saying?</p> <ul style="list-style-type: none"> • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?
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	<p>having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own views. <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
<p>LITERATURE UNIT: To Everything There is a Season</p>	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author's angle or perspective? • What is the author saying? • How do I know? • What is the gist?

	<p>alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>7. 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 film).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <p style="text-align: center;">Language</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 			<ul style="list-style-type: none"> • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?
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	<p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify their own views. <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
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<p>LITERATURE UNIT: Select a Novel</p>	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What is the author saying? • What is the main idea? • How do I read between the lines?
<p>LITERATURE UNIT: <i>Twelfth Night</i></p>	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>7. 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).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> • From whose viewpoint are we reading? • What is the author’s angle or perspective? • What is the author saying? • How do I know? • What is the gist? • What is the main idea? • How do I read between the lines? • How do I know I am getting the point and not merely imposing my views and experience?

	<p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when 			
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	<p>warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
<p>LITERATURE UNIT:</p> <p>Select a Novel</p>	<p>Reading – Literature</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 	<ul style="list-style-type: none"> From whose viewpoint are we reading? What is the author’s angle or perspective? What is the author saying? What is the main idea? How do I read between the lines?
<p>VOCABULARY</p> <p>Numbers</p> <p>All or Nothing</p> <p>More or Less</p> <p>Before and After</p> <p>Creativity</p> <p>Travel</p>	<p>Language</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word 	<p>Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.</p>	<ul style="list-style-type: none"> Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the “surface” of the text to find the meaning. Good readers employ strategies to help them understand text. Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn’t work. They not only know many different strategies, but they never get stuck in persisting with one that isn’t working 	<ul style="list-style-type: none"> What do you do when you do not understand everything in the text? What do good readers do? What do they do when they do not understand?

	<p>(e.g., <i>belligerent, bellicose, rebel</i>).</p> <ul style="list-style-type: none"> • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). <p>6. 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.</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course: 8th grade: Intermediate Lit/Lang Skills B Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>COMPOSITION:</p> <p>Letter to the Editor</p>	<p style="text-align: center;">Writing</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • To what extent is the pen mightier than the sword? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • Why am I writing? • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does?

	<p>editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. 			
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	<ul style="list-style-type: none"> • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 			
<p>COMPOSITION: Research Report</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform 	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. 	<ul style="list-style-type: none"> • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What am I trying to achieve through my writing? • Why does a writer choose the form of writing he/she does?

	<p>about or explain the topic.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. 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</p>			
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	<p>for citation.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g.,</p>			
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	<p>emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. 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. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Speaking & Listening</p>			
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	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>			
<p>COMPOSITION: Propagandist Essay</p>	<p style="text-align: center;">Writing</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why write? • What if writing didn’t exist? • Why share personal experiences in writing? • To what extent is the pen mightier than the sword? • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What makes writing easy to follow? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing?

	<p>editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. 			<ul style="list-style-type: none"> • For whom? • What am I trying to achieve through my writing? • Who will read my writing? • What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly? • To what extent do conventions of language impact communication? • What is the voice thing, anyway? • Why do we need grammar?
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	<ul style="list-style-type: none"> • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p style="text-align: center;">Speaking & Listening</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			
<p>COMPOSITION: Cause and Effect Essay</p>	<p style="text-align: center;">Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and 	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and 	<ul style="list-style-type: none"> • How is written language different from spoken language? • What makes writing worth reading? • How do writers express their thoughts and feelings? • Where do ideas for writing come from?

	<p>information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and</p>		<p>traffic signals. They guide readers through the text to help avoid confusion.</p> <ul style="list-style-type: none"> • A writer selects a form based on his purpose. • A writer’s point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What makes writing flow? • How do effective writers hook and hold their readers? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?
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	<p>collaborate with others.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. 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.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>			
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	<p>when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p style="text-align: center;">Reading – Informational Text</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the</p>			
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	<p>author distinguishes his or her position from that of others.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p style="text-align: center;">Speaking & Listening</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal</p>			
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	English when indicated or appropriate.			
<p>COMPOSITION:</p> <p>Fictional Narrative</p>	<p style="text-align: center;">Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>Write for specific audience and purpose.</p>	<ul style="list-style-type: none"> • Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice). • Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. • Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • A writer selects a form based on his purpose. • A writer's point of view is influenced by his experience. • Conventions of language help readers understand what is being communicated. • The purposeful use and non-use of language conventions help readers understand. • A writer's word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • Why share personal experiences in writing? • How do writers express their thoughts and feelings? • Where do ideas for writing come from? • What makes writing flow? • How do effective writers hook and hold their readers? • What is the best beginning? • What is the best ending? • What is the best order (sequence)? • What is a complete thought? • Why am I writing? For whom? • What am I trying to achieve through my writing? • Who will read my writing? What will work best for my audience? • Why does a writer choose the form of writing he/she does? • What is the relationship between reader and writer? • How do writers communicate clearly?

	<p>approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. 			
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	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 			
<p>GRAMMAR, USAGE, and MECHANICS:</p> <p>Parts of Speech</p> <p>Kinds of Complements</p> <p>Phrases</p> <p>Verbals and Verbal Phrases</p>	<p style="text-align: center;">Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • Form and use verbs in the active and passive voice. • Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. 	<p>Demonstrate command of proper grammar conventions.</p>	<ul style="list-style-type: none"> • Conventions of language help readers understand what is being communicated. 	<ul style="list-style-type: none"> • How do writers communicate clearly? • To what extent do conventions of language impact communication?

	<ul style="list-style-type: none"> • Spell correctly. <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 			
<p>LITERATURE: The Heart's Deep Core</p>	<p style="text-align: center;">Reading – Literature</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 6. Analyze how differences in the points of view of the characters and the audience or 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ?

	<p>reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly 			
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	<p>draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: Select a Novel</p>	<p>Reading – Literature</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
<p>LITERATURE: Narrative Poetry</p>	<p>Reading – Literature</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?

	<p>to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Language</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, puns) in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, 		<p>better understand its meaning.</p>	
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	<p><i>willful, firm, persistent, resolute).</i></p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define 			
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	<p>individual roles as needed.</p> <ul style="list-style-type: none"> • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: Scientists: Life Stories</p>	<p style="text-align: center;">Reading – Literature</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?

	<p>suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, 			
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	<p>text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: Life Stories</p>	<p style="text-align: center;">Reading – Literature</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What’s new and what’s old here? • Have we run across this idea before? • So what? What does it matter?

	<p>or allusions to other texts.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 			
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	<ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define 			
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	<p>individual roles as needed.</p> <ul style="list-style-type: none"> • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: What's Important?</p>	<p style="text-align: center;">Reading – Literature</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What's new and what's old here? • Have we run across this idea before? • So what? What does it matter?

	<p>suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is 			
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	<p>rendered new”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: The Language of Poetry</p>	<p style="text-align: center;">Reading – Literature</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the</p>	<p>Differentiate between different types of texts and demonstrate</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not

	<p>text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Language</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, puns) in context. • Use the relationship between 	<p>comprehension.</p>	<p>a text’s structure helps a reader better understand its meaning.</p> <ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. 	<p>understand?</p> <ul style="list-style-type: none"> • How do texts differ? • How should I read different types of texts?
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	<p>particular words to better understand each of the words.</p> <ul style="list-style-type: none"> • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, 			
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	<p>text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE: Advice and Instruction</p>	<p style="text-align: center;">Reading – Literature</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies 	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/he meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts? • What’s new and what’s old here? • Have we run across this idea before? • So what? What does it matter?

	<p>or allusions to other texts.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p style="text-align: center;">Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p style="text-align: center;">Speaking & Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clear</p>			
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	<ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 			
<p>LITERATURE UNIT: Select a Novel</p>	<p>Reading – Literature</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of texts?
<p>LITERATURE: City</p>	<p>Reading – Informational Text</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ?

	<p>drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 	<ul style="list-style-type: none"> • How should I read different types of texts? • What’s new and what’s old here? • Have we run across this idea before? • So what? What does it matter?
<p>LITERATURE: <i>Julius Caesar</i></p>	<p>Reading – Literature</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>4. Determine the meaning of words and</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • A good story has a pattern or plan. • Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. • Different types of texts (e.g., narrative, mystery, biography, 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of

	<p>phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>7. 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 the director or actors.</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>		<p>expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>	<p>texts?</p> <ul style="list-style-type: none"> • What’s new and what’s old here? • Have we run across this idea before? • So what? What does it matter?
<p>LITERATURE: Select a Novel</p>	<p>Reading – Literature</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Differentiate between different types of texts and demonstrate comprehension.</p>	<ul style="list-style-type: none"> • Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. • A good story has a pattern or plan. • Sometimes the author makes his/her 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • How do texts differ? • How should I read different types of

	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.		meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning.	texts?
VOCABULARY STRAND Unit 1: Motion Unit 2: Position Unit 3: Joining Unit 4: Separation	<p style="text-align: center;">Language</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, puns) in context. • Use the relationship between 	Learn new vocabulary words to be used in writing as well as learn how to define vocabulary words in context.	<ul style="list-style-type: none"> • Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn’t work. They not only know many different strategies, but they never get stuck in persisting with one that isn’t working • Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the “surface” of the text to find the meaning. • Good readers employ strategies to help them understand text. • A writer’s word choice and syntax are characteristics of voice which help to personalize text. 	<ul style="list-style-type: none"> • What do good readers do? • What do they do when they do not understand? • What do you do when you do not understand everything in the text?

	<p>particular words to better understand each of the words.</p> <ul style="list-style-type: none"> • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>6. 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.</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 10 MTH203: Geometry Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: Unit 1: An Introduction	G-CO Experiment with transformations in the plane 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and	Basic Definitions and Constructions of Geometry	Precise language helps us express mathematical ideas and receive them. Geometric constructions can serve as tools to model geometric properties. Algebraic symbols can be used to model geometry.	What are the basic defined and undefined terms used throughout geometry? How can transformations be described verbally and algebraically? How do you construct specific angles and lines?

	<p>reflections that carry it onto itself.</p> <p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>Make geometric constructions</p> <p>12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>			
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	<p>G-C Understand and apply theorems about circles 3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>G-GPE Use coordinates to prove simple geometric theorems algebraically 4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$. 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>			
<p>Semester A: Unit 2: Methods of Proof and Logic</p>	<p>G-CO Prove geometric theorems 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are</p>	<p>Proof and Logic</p>	<p>Reasoning allows us to make conjectures and to prove conjectures.</p>	<p>How do you know when you have proven something? What does it take to verify a conjecture? How do you develop a convincing argument? How are conditional statements used in reasoning?</p>

	congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.			What is the difference between inductive and deductive reasoning?
Semester A: Unit 3: Polygon Basics	<p>G-CO Experiment with transformations in the plane</p> <p>1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p>	Polygon Basics	<p>When figures are translated, rotated, or reflected, they maintain congruence. Special angle relationships are formed from parallel lines. Quadrilaterals can be classified based on their specific properties.</p>	<p>When does a shape have line symmetry? How do you find unknown angles in parallel lines cut by a transversal? How do you find missing angles in convex or concave polygons? How are slope and midpoint calculated?</p>

	<p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G-CO Prove geometric theorems</p> <p>9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p>10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are</p>			
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	<p>congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p>G-GPE Use coordinates to prove simple geometric theorems algebraically</p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>			
<p>Semester A: Unit 4: Congruent Polygons and Special Quadrilaterals</p>	<p>G-CO Understand congruence in terms of rigid motions</p> <p>6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid</p>	<p>Congruent Polygons and Special Quadrilaterals</p>	<p>Reasoning allows us to make conjectures and to prove conjectures. When figures are translated, rotated, or reflected, they maintain congruence. Two-dimensional shapes can be</p>	<p>How do decomposing and recomposing shapes help us build our understanding of mathematics? How can congruence be proven in triangles and other polygons?</p>

	<p>motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p> <p>Prove geometric theorems</p> <p>10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the</p>		<p>described, classified, and analyzed by their attributes.</p>	
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	<p>diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p>Make geometric constructions</p> <p>12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>G-SRT</p> <p>Prove theorems involving similarity</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>			
Semester A: Unit 5:	A-CED	Perimeter and Area	Two-dimensional	How do decomposing

<p>Perimeter, Area, and Right Triangles</p>	<p>Create equations that describe numbers or relationships 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance R. G-GMD Explain volume formulas and use them to solve problems. 1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments. G-SRT Define trigonometric ratios and solve problems involving right triangles 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G-GPE Use coordinates to prove simple geometric theorems algebraically 4. Use coordinates to prove simple geometric</p>		<p>shapes can be described, classified, and analyzed by their attributes.</p>	<p>and recomposing shapes help build understanding of mathematics? How do you find the perimeter and area of common polygons, and the circumference and area of circles? What are the special properties of right triangles? If you know the lengths of two sides of a right triangle, how do you find the length of the third side? How does the Pythagorean Theorem relate to the distance between two points in the coordinate plane? How can plotting a figure in the coordinate plane be used to prove geometric theorems?</p>
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	<p>theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</p> <p>7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p> <p>G-C Find arc lengths and areas of sectors of circles</p> <p>5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p>			
Semester A: Unit 6: Semester Review and Test				
Semester B: Unit 1: Three-dimensional Figures and Graphs	<p>G-GMD Visualize relationships between two-dimensional and three-dimensional objects</p> <p>4. Identify the shapes of two-dimensional cross-</p>	Three-Dimensional Figures	Two- and three-dimensional objects can be described, classified, and analyzed by their attributes. An object in a plane or in space can be oriented in an	How can space be defined through numbers/measurement? How are two-dimensional drawings constructed from three-dimensional shapes? How can coordinates be

	<p>sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>		<p>infinite number of ways while maintaining its size or shape. An object's location on a plane or in space can be described quantitatively. Algebraic symbols can be used to model geometry.</p>	<p>used in three dimensions to describe a three-dimensional object?</p>
<p>Semester B: Unit 2: Surface Area and Volume</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A-CED Create equations that describe numbers or relationships 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R. G-GMD Explain volume formulas and use them to solve problems 1. Give an informal argument for the formulas</p>	<p>Surface Area and Volume</p>	<p>Three-dimensional objects can be described, classified, and analyzed by their attributes. Algebraic symbols can be used to model geometry. Linear measure, surface area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other.</p>	<p>How do decomposing and recomposing shapes help us build our understanding of mathematics? How do we find the surface area and volume of common three-dimensional objects? How are the surface area and volume of three-dimensional shapes related? How are three-dimensional objects transformed in the coordinate plane?</p>

	<p>for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p>2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p>3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>G-MG Apply geometric concepts in modeling situations</p> <p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p> <p>3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>			
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<p>Semester B: Unit 3: Similar Shapes</p>	<p>G-CO Experiment with transformations in the plane 12. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). G-SRT Understand similarity in terms of similarity transformations 1. Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. 2. Given two figures, use the definition of similarity in terms of similarity transformations to decide</p>	<p>Similar Shapes</p>	<p>Reasoning allows us to make conjectures and to prove conjectures. An object in a plane or in space can be oriented in an infinite number of ways while maintaining its size. Similar polygons have congruent angles and proportional sides.</p>	<p>How can you prove that two shapes are similar? What is scale factor? How is a figure dilated in the coordinate plane? How does scale factor apply to real-world situations?</p>
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	<p>if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p>Prove theorems involving similarity</p> <p>4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>			
<p>Semester B: Unit 4: Circles</p>	<p>G-CO Experiment with transformations in the plane</p> <p>1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined</p>	<p>Circles</p>	<p>Reasoning allows us to make conjectures and to prove conjectures. Two-dimensional objects can be described, classified, and analyzed by their attributes. Circles have specific</p>	<p>What is the equation for a circle? How is a circle transformed in the plane? How are radii, secants, chords, and tangents related in a circle, and how are they used to</p>

	<p>notions of point, line, distance along a line, and distance around a circular arc.</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G-GPE Translate between the geometric description and the equation for a</p>		<p>unique segment and angle relationships.</p>	<p>find missing values?</p>
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	<p>conic section</p> <p>1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>G-C</p> <p>Understand and apply theorems about circles</p> <p>1. Prove that all circles are similar.</p> <p>2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p>4. (+) Construct a tangent line from a point outside a given circle to the circle.</p> <p>Find arc lengths and areas of sectors of circles</p> <p>5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the</p>			
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	formula for the area of a sector.			
Semester B: Unit 5: Trigonometry	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>F-TF Extend the domain of trigonometric functions using the unit circle 3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.</p> <p>G-SRT Define trigonometric ratios and solve problems involving right triangles 6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to</p>	Trigonometry	<p>The Pythagorean Theorem is useful for finding the length of a side of a right triangle. There are fixed relationships between the lengths of the sides and the angles in a right triangle. The unit circle can be used to model trigonometric relationships. The Law of Sines and Cosines can be used to solve relationships in non-right triangles.</p>	<p>How are the basic trigonometric functions related to the relationships of sides and angles in a right triangle? How can the inverse trigonometric functions be used to determine unknown angles? What are the trigonometric relationships of the special triangles? How does the Law of Sines compare to the Law of Cosines, and how do you solve a triangle using each? Under what conditions is the ambiguous case for the Law of Sines useful? What are some real-world applications of the Law of Sines and Law of Cosines?</p>

	<p>definitions of trigonometric ratios for acute angles. 7. Explain and use the relationship between the sine and cosine of complementary angles. 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Apply trigonometry to general triangles 9. (+) Derive the formula $A = \frac{1}{2}ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. 10. (+) Prove the Laws of Sines and Cosines and use them to solve problems. 11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>			
<p>Semester B: Unit 6: Beyond Euclidean Geometry</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. G-CO Experiment with</p>	<p>Non-Euclidean Geometry</p>	<p>Reasoning allows us to make conjectures and to prove conjectures. There are special rules for types of non-Euclidean geometry.</p>	<p>How are Euclid’s postulates violated in situations of non-Euclidean geometry? What are some real-world examples of non-Euclidean geometry?</p>

	<p>transformations in the plane</p> <p>1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>			
<p>Semester B: Unit 7: Semester Review and Test</p>				

Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 11 MTH302: Algebra II Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: Unit 1: Numbers, Expressions, and Equations	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-CED Create equations that describe numbers or relationships 1. Create equations and inequalities in one variable and use them to solve problems. Include</p>	<p>Expressions and Equations</p>	<p>Numbers can be represented in multiple ways. Properties of real numbers allow complicated expressions to be rewritten in simpler ways. The same operations can be applied in problem situations that seem quite different from one another. Being able to compute fluently means making smart choices about which tools to use and when to use them. Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations so solutions can be found. Inverse operations allow computations to be “undone”.</p>	<p>How can algebraic expressions and equations be represented? How are key words in word problems used to determine the expression, equation, or operation used to solve the problem? What are the properties of real numbers? How are these properties applied to simplify, rewrite, or compare expressions?</p>

	<p>equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance R.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Solve equations and inequalities in one variable 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>			
<p>Semester A: Unit 2: Linear Equations and Systems</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions</p>	<p>Linear Equations and Systems</p>	<p>A linear equation represents a proportion relationship between</p>	<p>What is the relationship between solving an equation graphically and</p>

	<p>that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost</p>		<p>two variables. A system of linear equations can be solved by identifying the point where the lines intersect.</p>	<p>algebraically? How do you solve a system of equations? How are linear models used to represent real-world situations?</p>
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	<p>constraints on combinations of different foods.</p> <p>A-REI Solve systems of equations</p> <p>5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and</p>			
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	<p>sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated</p>			
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	<p>cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>S-ID Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>Interpret linear models</p> <p>7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>F-LE Construct and compare linear, quadratic, and exponential models</p>			
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	<p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>5. Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>F-BF Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester A: Unit 3: Functions</p>	<p>A-CED Create equations that describe numbers or relationships</p> <p>1. Create equations and</p>	<p>Functions</p>	<p>Change is fundamental to understanding functions. A function is a special kind of relation in</p>	<p>How do you determine if a relation is a function? How are the domain</p>

	<p>inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which</p>		<p>which the value of one variable depends on the value of another variable.</p> <p>Functions are used to represent the relationship between unknown quantities. Graphs are visual representations of functions/numerical relationships.</p>	<p>and range related in graphical and algebraic representations of a function?</p> <p>What are unique features of piecewise functions, and how does this relate to their graphs?</p> <p>How do functions model real-world phenomena?</p>
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	<p>could be a line).</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features</p>			
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	<p>include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>9. Compare properties of two functions each represented in a different way (algebraically,</p>			
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	<p>graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>1. Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p>			
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	<p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>4. Find inverse functions.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</p> <p>b. (+) Verify by composition that one function is the inverse of another.</p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p>			
<p>Semester A: Unit 4: Inequalities</p>	<p>A-SSE Interpret the structure of expressions</p>	<p>Inequalities</p>	<p>Rules of arithmetic and algebra can be used together with notions</p>	<p>How are solving inequalities similar and different from</p>

	<p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A-REI</p>		<p>of equivalence to transform inequalities so solutions can be found. Inverse operations allow computations to be “undone”.</p>	<p>solving equations? How are inequalities used to model real-world situations? How are the graphs of systems of inequalities different from the graphs of systems of linear equations?</p>
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	<p>Represent and solve equations and inequalities graphically 12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>			
<p>Semester A: Unit 5: Polynomials and Power Functions</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. A-APR Perform arithmetic operations on</p>	<p>Polynomials and Power Functions</p>	<p>Polynomials are a sum of terms involving non-negative integer powers of a variable. Expressions can be rewritten using number properties to identify relationships.</p>	<p>How are polynomials added, subtracted, multiplied, divided, and factored?</p>

	<p>polynomials 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Use polynomial identities to solve problems 4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>A-CED Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often</p>			
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	<p>forming a curve (which could be a line).</p> <p>F-IF Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>F-BF Build new functions</p>			
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	<p>from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester A: Unit 6: Rational Equations</p>	<p>A-SSE Interpret the structure of expressions</p> <p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-APR</p>	<p>Rational Equations</p>	<p>Expressions can be rewritten using number properties to identify relationships. Graphs are visual representations of functions/numerical relationships. Division by zero is undefined; therefore the domain is restricted in some rational expressions.</p>	<p>How is factoring used to solve rational equations? When is it necessary for the domain to be restricted in a rational equation? What is the relationship between a rational equation and its graph?</p>

	<p>Rewrite rational expressions</p> <p>6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-CED</p> <p>Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>3. Represent constraints by equations or inequalities,</p>			
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	<p>and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>F-IF Analyze functions using different representations 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p>			
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	<p>F-BF Build new functions from existing functions 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester A: Unit 7: Radicals and Complex Numbers</p>	<p>N-RN Extend the properties of exponents to rational exponents. 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>	<p>Radicals and Complex Numbers</p>	<p>Radicals are inverse operations of exponents. Complex numbers contain the imaginary number i, equal to the square root of -1.</p>	<p>How are inverse operations used to solve radical equations? How are operations and properties with complex numbers different than operations and properties with real numbers?</p>

	<p>N-CN Perform arithmetic operations with complex numbers 1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. 2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Represent complex numbers and their operations on the complex plane. 4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. 5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</p>			
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	<p>6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.</p> <p>Use complex numbers in polynomial identities and equations.</p> <p>8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</p> <p>A-SSE Interpret the structure of expressions</p> <p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>			
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	<p>Write expressions in equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p> <p>A-REI</p> <p>Understand solving equations as a process of reasoning and explain the reasoning</p> <p>2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>F-IF</p> <p>Analyze functions using different representations</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value</p>			
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<p>Semester A: Unit 8: Quadratic Functions</p>	<p>functions. A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. Write expressions in equivalent forms to solve problems 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or</p>	<p>Quadratic Functions</p>	<p>Expressions can be rewritten using number properties to identify relationships. Functions are used to represent the relationship between unknown quantities. Graphs are visual representations of functions/numerical relationships.</p>	<p>How does a quadratic equation relate to its graph? How is factoring used to solve quadratic equations? How is completing the square used to solve quadratic equations? How is the quadratic formula used to solve quadratic formulas? How do you determine which method is best for solving a quadratic equation? How are quadratic equations used to model physical phenomena?</p>
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	<p>minimum value of the function it defines.</p> <p>A-CED Create equations that describe numbers or relationships 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>A-REI Solve equations and inequalities in one variable 4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and</p>			
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	<p>write them as $a \pm bi$ for real numbers a and b.</p> <p>Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if</p>			
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	<p>the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by</p>			
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	<p>$f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester A: Unit 9: Semester Review and Test</p>				
<p>Semester B: Unit 1: Solving and Graphing Polynomials</p>	<p>N-CN Use complex numbers in polynomial identities and equations. 9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the</p>	<p>Graphing Polynomials</p>	<p>Polynomials are a sum of terms involving non-negative integer powers of a variable. Expressions can be rewritten using number properties to identify relationships.</p>	<p>How do you find the zeroes of a polynomial function? How does the equation of the polynomial function relate to key features of its graph?</p>

	<p>product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-APR Perform arithmetic operations on polynomials</p> <p>1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. 3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>			
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	<p>A-CED Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Interpret functions that arise in applications in terms of the context 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative</p>			
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	<p>maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of</p>			
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	<p>k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester B: Unit 2: Exponents and Logarithms</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. N-RN Extend the properties of exponents to rational exponents. 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. 2. Rewrite expressions involving radicals and</p>	<p>Exponents and Logarithms</p>	<p>Exponential and logarithmic operations are inverse functions of each other. Graphs are visual representations of functions/numerical relationships.</p>	<p>How can logarithms used to solve exponential equations? What are the key features of the graphs of exponential and logarithmic functions? How are the graphs of exponential and logarithmic functions transformed in the plane relative to their equations? How are exponential and logarithmic functions used to describe real-life situations of growth and decay?</p>

	<p>rational exponents using the properties of exponents.</p> <p>A-SSE</p> <p>Interpret the structure of expressions</p> <p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>Write expressions in equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression</p>			
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	<p>1. $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Interpret functions that arise in applications in terms of the context</p>			
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	<p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>			
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	<p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p> <p>F-BF Build new functions from existing functions</p> <p>5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p>F-LE Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>1. Distinguish between</p>			
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	<p>situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p>4. For exponential models, express as a logarithm the solution to $abct = d$ where</p>			
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	<p>a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>5. Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester B: Unit 3: Sequences and Series</p>	<p>A-SSE</p> <p>Write expressions in equivalent forms to solve problems</p> <p>4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate</p>	<p>Sequences and Series</p>	<p>Sequences and series represent numeric patterns that are governed by specific rules.</p>	<p>How can change be described mathematically? How are patterns of change related to the behavior of functions? How are sequences written recursively and explicitly? How are the nth term of arithmetic and</p>

	<p>mortgage payments.</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p>F-LE Construct and compare linear, quadratic, and exponential models</p> <p>2. Construct linear and exponential functions, including arithmetic and</p>			<p>geometric sequences calculated? How are the sums of arithmetic and geometric series calculated?</p>
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	geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).			
Semester B: Unit 4: Counting and Probability	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>A-APR Use polynomial identities to solve problems 5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p> <p>S-IC Understand and evaluate random processes underlying statistical experiments 2. Decide if a specified model is consistent with results from a given data-</p>	Probability	The probability of an event can be used to predict the probability of future events.	<p>What are permutations and combinations, and when is it appropriate for each to be used? What distinguishes an independent event from a dependent event? What is conditional probability? How is probability calculated for independent and dependent events? How is probability applied to real-world situations including games of chance? What is "fair"?</p>

	<p>generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p> <p>S-CP Understand independence and conditional probability and use them to interpret data</p> <ol style="list-style-type: none"> 1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”). 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. 3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as 			
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	<p>the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p>5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p>Use the rules of probability to compute</p>			
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	<p>probabilities of compound events in a uniform probability model</p> <p>6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p> <p>7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p> <p>8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.</p> <p>9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.</p> <p>S-MD Calculate expected values and use them to solve problems</p> <p>1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data</p>			
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	<p>distributions.</p> <p>2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.</p> <p>3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</p> <p>4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly</p>			
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	<p>selected households? Use probability to evaluate outcomes of decisions 5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant. b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. 6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). 7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>			
<p>Semester B: Unit 5: Statistics</p>	<p>N-Q Reason quantitatively and use units to solve problems.</p>	<p>Statistics</p>	<p>The question to be answered determines the data to be collected and how best to collect</p>	<p>What is average? What makes a data representation useful and appropriate?</p>

	<p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>S-ID Summarize, represent, and interpret data on a single count or measurement variable</p> <p>1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets,</p>		<p>it. Basic statistical techniques can be used to analyze data for center and spread in a variety of settings.</p>	<p>When might a data representation be misleading? How can two data distributions be appropriately compared? How can statistics be used to draw conclusions from real-world data?</p>
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	<p>and tables to estimate areas under the normal curve.</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).</p> <p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>Interpret linear models</p> <p>8. Compute (using technology) and interpret the correlation coefficient of a linear fit.</p>			
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	<p>9. Distinguish between correlation and causation. S-IC</p> <p>Understand and evaluate random processes underlying statistical experiments</p> <p>1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p> <p>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>4. Use data from a sample survey to estimate a population mean or proportion; develop a</p>			
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	<p>margin of error through the use of simulation models for random sampling.</p> <p>5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>6. Evaluate reports based on data.</p>			
<p>Semester B: Unit 6: Vectors and Matrices</p>	<p>N-VM Represent and model with vector quantities.</p> <p>1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v}, \mathbf{v}, \mathbf{v}, v).</p> <p>Perform operations on matrices and use matrices in applications.</p> <p>6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> <p>8. (+) Add, subtract, and multiply matrices of</p>	<p>Vectors and Matrices</p>	<p>Vectors have magnitude and direction. Matrices are used to organize data sets and make calculations among data.</p>	<p>How is data displayed in a matrix? What are the operations and properties that can be performed on matrices and how do they compare to operations and properties of real numbers? How are vectors related to matrices? How can matrices be used to solve systems of equations? What are some real-world applications of matrices?</p>

	<p>appropriate dimensions.</p> <p>9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p> <p>10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> <p>12. (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p> <p>A-REI Solve Systems of Equations</p> <p>5. Prove that, given a system of two equations in two variables, replacing</p>			
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	<p>one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.</p> <p>9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>			
<p>Semester B: Unit 7: Conic Sections</p>	<p>G-GPE Translate between the geometric description and the equation for a conic section</p> <p>1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>2. Derive the equation of a parabola given a focus and directrix.</p> <p>3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or</p>	<p>Conic Sections</p>	<p>“Slices” of a cone can be used to model natural phenomena.</p>	<p>What are the types of conic sections, and what are their equations? What are the key features that allow each conic section to be transformed in the plane? What are some physical phenomena that are modeled by conic sections and how do they relate to their equations?</p>

	<p>difference of distances from the foci is constant. G-GMD Visualize relationships between two-dimensional and three-dimensional objects 4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>			
<p>Semester B: Unit 8: Semester Review and Test</p>				

Curriculum Scope & Sequence

School Moyer Academy Grade or Course MTH403: Precalculus/Trigonometry Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Semester A: Unit 1: Functions</p>	<p>N-VM Perform operations on matrices and use matrices in applications. 6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>A-CED Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on</p>	<p>Functions</p>	<p>Change is fundamental to understanding functions. A function is a special kind of relation in which the value of one variable depends on the value of another variable. Functions are used to represent the relationship between unknown quantities. Graphs are visual representations of functions/numerical relationships. A system of equations or inequalities can be solved by identifying the point where the lines intersect.</p>	<p>How do you determine if a relation is a function? How are the domain and range related in graphical and algebraic representations of a function? How do functions model real-world phenomena? Why are sequences and series considered functions? What are the basic forms of an equation, and why is each useful? What are the differences between graphing a linear equation and linear inequality in two-variables? How can graphing a linear equation or inequality be useful to model a real-world problem? How is the slope and y-intercept interpreted in real-life models? How do you solve a</p>

	<p>combinations of different foods.</p> <p>A-REI Solve equations and inequalities in one variable</p> <p>3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Solve systems of equations</p> <p>5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.</p> <p>9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p> <p>Represent and solve equations and inequalities graphically</p>			<p>system of equations or inequalities? What is the relationship between solving an equation graphically and algebraically?</p>
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	<p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p>F-IF Understand the concept of a function and use function notation</p>			
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	<p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing</p>			
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	<p>key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions,</p>			
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	<p>including step functions and absolute value functions.</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>1. Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p> <p>2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and</p>			
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	<p>translate between the two forms.</p> <p>F-LE Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>1. Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>5. Interpret the parameters in a linear or exponential function in terms of a context.</p>			
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	<p>G-CO Experiment with transformations in the plane 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>			
<p>Semester A: Unit 2: Quadratic Functions</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. N-CN Use complex numbers in polynomial identities and equations. 7. Solve quadratic equations with real coefficients that have complex solutions. A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a</p>	<p>Quadratic Functions</p>	<p>Expressions can be rewritten using number properties to identify relationships. Functions are used to represent the relationship between unknown quantities. Graphs are visual representations of functions/numerical relationships.</p>	<p>How does a quadratic equation relate to its graph? How is factoring used to solve quadratic equations? How is completing the square used to solve quadratic equations? How is the quadratic formula used to solve quadratic formulas? How do you determine which method is best for solving a quadratic equation? How are quadratic equations solved over the complex numbers? How are quadratic equations used to model physical phenomena?</p>

	<p>single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>Write expressions in equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>A-CED</p> <p>Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI</p>			
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	<p>Solve equations and inequalities in one variable</p> <p>4. Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>F-IF</p> <p>Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its</p>			
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	<p>domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the</p>			
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	<p>number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values</p>			
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	<p>of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. G-CO Experiment with transformations in the plane 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>			
<p>Semester A: Unit 3: Polynomial and Rational Functions</p>	<p>N-CN Use complex numbers in polynomial identities and equations. 9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. A-SSE</p>	<p>Polynomial and Rational Functions</p>	<p>Polynomials are a sum of terms involving non-negative integer powers of a variable. Polynomials can be classified by the number of terms. Expressions can be rewritten using number properties to identify relationships.</p>	<p>How do you identify a polynomial? How do you find the zeroes of a polynomial function? How does the equation of the polynomial function relate to key features of its graph? How is factoring used to solve rational</p>

	<p>Interpret the structure of expressions</p> <p>1. Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-APR</p> <p>Perform arithmetic operations on polynomials</p> <p>1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>2. Know and apply the</p>		<p>Graphs are visual representations of functions/numerical relationships.</p> <p>Division by zero is undefined; therefore the domain is restricted in some rational expressions.</p>	<p>equations?</p> <p>When is it necessary for the domain to be restricted in a rational equation?</p> <p>What is the relationship between a rational equation and its graph?</p>
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	<p>Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Rewrite rational expressions</p> <p>6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A-CED Create equations that</p>			
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	<p>describe numbers or relationships 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>F-IF Understand the concept of a function and use function notation 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its</p>			
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	<p>domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the</p>			
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	<p>number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</p>			
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	<p>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>			
<p>Semester A: Unit 4: Exponential and Logarithmic Functions</p>	<p>N-RN Extend the properties of exponents to rational exponents. 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5. 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents. A-SSE Write expressions in equivalent forms to solve problems. 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. c. Use the properties of exponents to transform expressions for exponential functions. For</p>	<p>Exponential and Logarithmic Functions</p>	<p>Exponential and logarithmic operations are inverse functions of each other. Graphs are visual representations of functions/numerical relationships.</p>	<p>How can logarithms used to solve exponential equations? What are the key features of the graphs of exponential and logarithmic functions? How are the graphs of exponential and logarithmic functions transformed in the plane relative to their equations? How are exponential and logarithmic functions used to describe real-life situations of growth and decay? Why are sequences and series considered functions?</p>

	<p>example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p> <p>4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning</p> <p>2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its</p>			
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	<p>domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative</p>			
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	<p>maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret</p>			
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	<p>expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.</p>			
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	<p>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p>F-LE</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>1. Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>4. For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm</p>			
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	<p>using technology. Interpret expressions for functions in terms of the situation they model 5. Interpret the parameters in a linear or exponential function in terms of a context. G-CO Experiment with transformations in the plane 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>			
<p>Semester A: Unit 5: Conic Sections</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. A-REI Solve systems of equations 5. Prove that, given a system of two equations in two variables, replacing</p>	<p>Conic Sections</p>	<p>“Slices” of a cone can be used to model natural phenomena.</p>	<p>What are the types of conic sections, and what are their equations? What are the key features that allow each conic section to be transformed in the plane? What are some physical phenomena that are modeled by conic sections and how</p>

	<p>one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p> <p>Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value,</p>			<p>do they relate to their equations?</p>
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	<p>exponential, and logarithmic functions.</p> <p>F-BF Build new functions from existing functions 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>G-CO Experiment with transformations in the plane 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as</p>			
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	<p>inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>G-GPE Translate between the geometric description and the equation for a conic section</p> <ol style="list-style-type: none"> 1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. 2. Derive the equation of a parabola given a focus and directrix. 3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <p>Visualize relationships between two-dimensional and three-dimensional objects</p> <ol style="list-style-type: none"> 4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. 			
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<p>Semester A: Unit 6: Semester Review and Test</p>				
<p>Semester B: Unit 1: Introduction to Trigonometry</p>	<p>F-TF Extend the domain of trigonometric functions using the unit circle 1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. 2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. 3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number. G-CO Experiment with transformations in the plane 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment,</p>	<p>Pythagorean Theorem and Basic Trigonometric Ratios</p>	<p>The Pythagorean Theorem is useful for finding the length of a side of a right triangle. There are fixed relationships between the lengths of the sides and the angles in a right triangle. The unit circle can be used to model trigonometric relationships.</p>	<p>How is the Pythagorean Theorem used to solve real-world problems? How are the basic trigonometric functions related to the relationships of sides and angles in a right triangle? What is the link between measurement in degrees and radians? How does each of the trigonometric ratios relate to the unit circle?</p>

	<p>based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>G-SRT Define trigonometric ratios and solve problems involving right triangles</p> <p>6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>7. Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>			
<p>Semester B: Unit 2: Trigonometric Functions</p>	<p>N-Q Reason quantitatively and use units to solve problems.</p> <p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>F-IF Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the</p>	<p>Trigonometric Functions</p>	<p>Trigonometric functions are periodic functions. Graphs of the trigonometric functions may be transformed.</p>	<p>What are the graphs of each of the trigonometric functions, and what kind of symmetry is found in each? What is the importance of the trigonometric functions' periodic characteristics? How are the trigonometric functions transformed graphically?</p>

	<p>graph, by hand in simple cases and using technology for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F-BF Build new functions from existing functions 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F-TF Extend the domain of trigonometric functions using the unit circle 4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p> <p>Model periodic phenomena with trigonometric</p>			<p>How are the periodic trigonometric functions used to model real-life relationships?</p>
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	<p>functions</p> <p>5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>G-CO</p> <p>Experiment with transformations in the plane</p> <p>2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>			
<p>Semester B: Unit 3: Working with Trigonometric Functions</p>	<p>N-Q</p> <p>Reason quantitatively and use units to solve problems.</p> <p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>F-IF</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology</p>	<p>Using Trigonometric Functions</p>	<p>Trigonometric functions are periodic functions. Graphs of the trigonometric functions may be transformed.</p>	<p>What is the importance of the trigonometric functions' periodic characteristics? How are the trigonometric functions transformed graphically? How are the periodic trigonometric functions used to model real-life relationships?</p>

	<p>for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F-BF Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>4. Find inverse functions.</p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>F-TF Model periodic phenomena with trigonometric functions</p> <p>5. Choose trigonometric functions to model periodic phenomena with</p>			
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	<p>specified amplitude, frequency, and midline.</p> <p>6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p> <p>7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.</p>			
<p>Semester B: Unit 4: Trigonometric Identities</p>	<p>F-TF Prove and apply trigonometric identities</p> <p>8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.</p> <p>9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p>	<p>Trigonometric Identities</p>	<p>The basic trigonometric identities can be used to evaluate and solve trigonometric equations. The basic trigonometric identities can be used to develop additional trigonometric identities.</p>	<p>How are the trigonometric identities used to solve equations? How can trigonometric identities be used to prove a mathematical statement?</p>
<p>Semester B: Unit 5: Applications of Trigonometry</p>	<p>N-Q Reason quantitatively and use units to solve problems.</p> <p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-VM</p>	<p>Trigonometric Applications</p>	<p>Vectors have both magnitude and direction. The Law of Sines and Cosines can be used to solve relationships in non-right triangles.</p>	<p>How are vectors added and subtracted? How are vectors used to describe real-world phenomena? How does the Law of Sines compare to the Law of Cosines, and</p>

	<p>Represent and model with vector quantities.</p> <p>1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v}, \mathbf{v}, \mathbf{v}, v).</p> <p>2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.</p> <p>3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.</p> <p>Perform operations on vectors.</p> <p>4. (+) Add and subtract vectors.</p> <p>a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</p> <p>b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</p> <p>c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the</p>			<p>how do you solve a triangle using each? Under what conditions is the ambiguous case for the Law of Sines useful?</p>
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	<p>additive inverse of \mathbf{w}, with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</p> <p>5. (+) Multiply a vector by a scalar.</p> <p>a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.</p> <p>b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c v$. Compute the direction of $c\mathbf{v}$ knowing that when $c v \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).</p> <p>G-SRT Apply trigonometry to general triangles</p> <p>9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p> <p>10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.</p> <p>11. (+) Understand and</p>			
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	<p>apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>			
<p>Semester B: Unit 6: Complex Numbers</p>	<p>N-CN Perform arithmetic operations with complex numbers. 1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. 2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. 3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. Represent complex numbers and their operations on the complex plane. 4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.</p>	<p>Complex Numbers</p>	<p>A complex number contains i, representing the square root of -1. Complex numbers can be represented in multiple forms and represented in the complex plane.</p>	<p>How are the basic operations and properties with complex numbers similar and different from real numbers? How are complex numbers useful? How do you plot complex numbers in the complex plane? How do you find the moduli of complex numbers?</p>

	<p>5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</p> <p>6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.</p>			
<p>Semester B: Unit 7: Semester Review and Test</p>				

Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 6 Mathematics Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>PAB.3 Positive and Negative Numbers (Lessons 1 and 2 Only)</p>	<p>6.NS Apply and extend previous understandings of numbers to the system of rational numbers. 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as</p>	<p>Positive and Negative Numbers</p>	<p>Absolute value is the distance from zero on a number line. Inequalities show comparison in value between two quantities.</p>	<p>How is the absolute value of quantities used in real-world situations? How are inequalities and ordering of values used in real-world situations?</p>

	<p>magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>			
<p>PAA.11 Integers and Graphs (Lessons 1-8 and 11 only)</p>	<p>6.NS Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6. Understand a rational number as a point on the number line. Extend</p>	<p>Integers and Graph</p>	<p>Integers contain the set of zero, all whole numbers, and the negatives of all the whole numbers. Operations create relationships among numbers. Absolute value describes the distance from zero on a number line. Pairs of related data points, called ordered pairs or coordinates, can be plotted on a Cartesian plane. Ordered pairs show an exact location on a coordinate plane.</p>	<p>How do you find the absolute value of a quantity and what does it represent? How can graphing in the Cartesian Plane be useful in real-world situations?</p>

	<p>number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>6.RP Apply and extend previous understandings of numbers to the system of rational numbers.</p>			
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	8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			
5.1 Operations, Part I		Addition, Subtraction, and Multiplication Operations	Operations create relationships among numbers.	How are multi-digit numbers multiplied? How is the operation of multiplication used in real-world situations such as money applications?
5.2 Operations, Part II	6.NS Compute fluently with multi-digit numbers and find common factors and multiples. 2. Fluently divide multi-digit numbers using the standard algorithm.	Division Operations	Operations create relationships among numbers. A number divided by zero is undefined. Operations in an expression must be performed in a specific order.	How are multi-digit numbers divided? How is the operation of division used in real-world situations such as money applications? How is the order of operations used to simplify numerical expressions?
5.3 Number Theory and Fractions	6.NS Compute fluently with multi-digit numbers and find common factors and multiples. 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of	Number Theory and Fractions	Flexible methods of computation involve strategically grouping numbers. Fractions show a ratio between two integers.	What is the difference between prime and composite numbers? How are factors and multiples of numbers used? How are fractions converted to lowest terms? How are fractions

	<p>two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize</p>			<p>ordered on a number line?</p>
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	that an account balance less than -30 dollars represents a debt greater than 30 dollars.			
PAA.1 Operations with Whole Numbers (Lesson 5: The Distributive Property)	<p>6.NS Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers $1-100$ with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p>	Distributive Property	Number properties allow expressions to be rewritten in different ways.	How is the distributive property used to rewrite an expression?
5.4 Fractions: Addition and Subtraction		Adding and Subtracting Fractions	Fractions show a ratio between two integers. Operations create relationships among numbers.	How are the operations of fractions similar and different from the operations of whole numbers? How can fraction operations be used to model real-world situations?
5.5 Problem Solving: Multiplication and Division	<p>6.NS Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>2. Fluently divide multi-</p>	Multiplication and Division Problems	The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.	How are multi-digit numbers multiplied and divided? How is the operation of multiplication and division used in real-

	digit numbers using the standard algorithm.			world situations such? How do the words of the problem dictate which operation is used?
5.6 Fractions: Multiplication and Division	<p>6.NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)</p> <p>How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</p>	Multiplying and Dividing Fractions	Fractions show a ratio between two integers. Operations create relationships among numbers.	How are the operations of fractions similar and different from the operations of whole numbers? How can fraction operations be used to model real-world situations?

<p>PAA.2 Using Variables</p>	<p>6.EE Apply and extend previous understandings of arithmetic to algebraic expressions. 2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. 3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent</p>	<p>Expressions, Equations, and Inequalities</p>	<p>Number patterns and relationships can be represented using variables, symbols representing numerical values. Variables are substitutions in expressions and equations for numerical values. Number operations are always computed in a particular order. Rules of arithmetic and algebraic properties can be used together with notions of equivalence to transform equations and inequalities so solutions can be found. The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.</p>	<p>What is the relationship between expressions, equations, and inequalities? How do you use the order of operations and substitution to evaluate expressions at specific values of the variables? What key words in a word problem determine whether a statement should be an expression, an equation, or an inequality, and which operation should be used?</p>
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	<p>expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p> <p>4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any</p>			
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	<p>number in a specified set.</p> <p>7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> <p>8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions represent solutions of such inequalities on number line diagrams.</p>			
<p>PAB.8 The Coordinate Plane (Lessons 10,11,14, and 15 only)</p>	<p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables,</p>	<p>Graphing Relations/Functions</p>	<p>Patterns and relationships between quantities can be described numerically, graphically, symbolically, and verbally. Pairs of related data points, called ordered pairs or coordinates, can be plotted on a Cartesian plane. Ordered pairs show an exact location on a coordinate plane. Change is fundamental to understanding functions, a specific relationship among quantities.</p>	<p>When does an equation constitute a function? How is the rule of a function determined from a set of ordered pairs? How are equations and functions plotted in the coordinate plane? How are graphs of equations useful in real-world situations?</p>

	and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.			
PAA.3 The Decimal System (Lesson 1 Exponents and Powers of Ten)	6.EE Apply and extend previous understandings of arithmetic to algebraic expressions. 1. Write and evaluate numerical expressions involving whole-number exponents.	Exponent Expressions	Exponents represent the number of times a number is multiplied by itself.	How are exponents converted to non-exponential numbers? How are exponents useful in the real world?
5.8 Decimals: Addition and Subtraction	6.NS Compute fluently with multi-digit numbers and find common factors and multiples. 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Adding and Subtracting Decimals	The four operations of decimals are based on powers of ten. Estimation can be useful when an exact numerical calculation is not needed or is too tedious. The context of a situation can determine the reasonableness of a solution.	How is the addition and subtraction of decimals used to solve real-world problems? How is estimation used to solve real-world problems? What makes an estimate reasonable? What makes an answer exact?
5.9 Decimals: Multiplication and Division	6.NS Compute fluently with multi-digit numbers and find common factors and multiples. 3. Fluently add, subtract, multiply, and divide multi-	Multiplying and Dividing Decimals	The four operations of decimals are based on powers of ten. Estimation can be useful when an exact numerical calculation is not needed or is too	How is the multiplication and division of decimals used to solve real-world problems? How is estimation used to solve real-world

	digit decimals using the standard algorithm for each operation.		tedious. The context of a situation can determine the reasonableness of a solution.	problems? What makes an estimate reasonable? What makes an answer exact?
5.10 Problem Solving: Using the Four Operations	6.NS Compute fluently with multi-digit numbers and find common factors and multiples. 2. Fluently divide multi-digit numbers using the standard algorithm.	Applying Operations	Operations create relationships among numbers. Number operations are always computed in a particular order. Number properties allow expressions to be rewritten in different ways. The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.	What is the order of operations and how is it used to simplify expressions? How do you identify appropriate operations that would solve a word problem?
5.11 Ratio, Proportion, and Percent	6.RP Understand ratio concepts and use ratio reasoning to solve problems. 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	Ratio, Proportion, and Percent	Proportional relationships, including unit rates, express how quantities change in relationship to each other.	How does comparing quantities explain the relationship between them? How is a percent converted to a decimal and fraction? How are ratios, proportions, and percents used to model real-world situations?

	<p>2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”¹</p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being</p>			
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	<p>mowed?</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>			
<p>PAA.12 Statistics and Probability</p>	<p>6.SP Develop understanding of statistical variability.</p> <p>1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p> <p>2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single</p>	<p>Statistics and Probability</p>	<p>Sets of data can be compared using mean, median, and range. Graphs convey data in a concise way. There a multiple ways of representing data, each having advantages and disadvantages depending on the context. The probability of an event can be used to predict the probability of future events.</p>	<p>What is “average”? How are graphs and tables useful in representing real-world data? What is the difference between probability and odds? How are probabilities used to predict situations in common real-world events?</p>

	<p>number. Summarize and describe distributions. 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. 5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>			
<p>5.12 Geometry</p>		<p>Basic Geometry</p>	<p>Geometric attributes can be used to describe, classify, and compare objects. Points, lines, planes are the foundation of</p>	<p>How is an angle measured? How is an angle drawing angles? How do you find circumference and</p>

			geometric relationships.	perimeter? What makes two figures congruent? How are geometric relationships applied to real-world situations?
5.13 Measurement Topics	6.RP Understand ratio concepts and use ratio reasoning to solve problems. 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Customary Measurement	Proportional relationships express how quantities change in relationship to each other.	How are proportions used to convert units with the Customary measurement system?
5.14 Metric Measurement, Area, and Volume (Lessons 1 – 5 only)	6.RP Understand ratio concepts and use ratio reasoning to solve problems. 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or	Metric Measurement	Proportional relationships express how quantities change in relationship to each other.	How are proportions used to convert units with the Metric measurement system?

	<p>equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>			
<p>PAA.10 Areas and Volumes</p>	<p>6.EE Apply and extend previous understandings of arithmetic to algebraic expressions. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</p> <p>6.G Solve real-world and mathematical problems involving area, surface area, and volume. 1. Find the area of right triangles, other triangles,</p>	<p>Areas and Volumes</p>	<p>Geometry and spatial descriptions allow interpretation and reflection on our physical environment. Perimeter and circumference describe the distance around a shape. Areas describe two-dimensional surfaces and volumes describe three-dimensional space. Each class of regular two-dimensional shape has a formula for its area. Each class of regular three-dimensional object has a formula for its volume.</p>	<p>How are the area formulas used for triangles and quadrilaterals? How are the volume formulas used for cubes, right prisms, and rectangular prisms? How are area and volume related in three-dimensional objects? How are area and volume calculations commonly used to solve real-world problems?</p>

	<p>special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>4. Represent three-dimensional figures using</p>			
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	nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 7 Mathematics Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
PAA.1 Operations with Whole Numbers	<p>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to</p>	Whole Number Operations	<p>Operations create relationships among numbers. Number operations are always computed in a particular order. Number properties allow expressions to be rewritten in different ways. The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.</p>	<p>What is the order of operations and how is it used to simplify expressions? How do you identify appropriate operations that would solve a word problem? How are addition and multiplication properties used to write an equivalent expression?</p>

	<p>multiply and divide rational numbers. 3. Solve real-world and mathematical problems involving the four operations with rational numbers. 7.EE Use properties of operations to generate equivalent expressions. 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p>			
<p>PAA.2 Using Variables</p>	<p>7.EE Use properties of operations to generate equivalent expressions. 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a problem context can shed</p>	<p>Variable Expressions and Equations</p>	<p>Number patterns and relationships can be represented using variables, symbols representing numerical values. Rules of arithmetic and algebraic properties can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.</p>	<p>What is the relationship between expressions, equations, and inequalities? What key words in a word problem determine whether a statement should be an expression, an equation, or an inequality, and which operation should be used?</p>

	<p>light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are</p>		<p>The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.</p>	
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	<p>specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>			
<p>PAA.3 The Decimal System</p>	<p>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her</p>	<p>Decimals</p>	<p>The four operations of decimals are based on powers of ten. Estimation can be useful when an exact numerical calculation is not needed or is too tedious. The context of a situation can determine the reasonableness of a solution.</p>	<p>How is estimation used to solve real-world problems? What makes an estimate reasonable? What makes an answer exact?</p>

	<p>salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>			
<p>PAA.4 Geometric Figures</p>	<p>7.G Draw, construct, and describe geometrical figures and describe the relationships between them. 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the</p>	<p>Basic Geometry</p>	<p>Geometric attributes can be used to describe, classify, and compare objects. Points, lines, planes are the foundation of geometric relationships. Geometric objects can be constructed using a particular method and set of tools.</p>	<p>How are points, lines, and planes defined? How are angles and line segments measured? What defines a polygon? How are circumference, diameter, and radius related in circles? How can translations, rotations, and reflections be used to describe congruent figures?</p>

	<p>circumference and area of a circle.</p> <p>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>			
PAA.5 Number Theory	<p>7.EE Use properties of operations to generate equivalent expressions. 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p>	Number Theory	<p>Flexible methods of computation involve strategically grouping numbers. An operation can be “undone” by its inverse. Numbers that follow a specific rule or rules can be grouped into sets.</p>	<p>What is the difference between prime and composite numbers? How are factors and multiples of numbers used? What is the inverse relationship between square numbers and square roots?</p>
PAA.6 Fractions: Definitions and Relationships	<p>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 2. Apply and extend</p>	Fraction Sense	<p>Fractions show a ratio between two integers.</p>	<p>How are fractions reduced? How is a fraction converted to a decimal, and vice versa?</p>

	<p>previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>			
<p>PAA.7 Operations with Fractions</p>	<p>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d. Apply properties of operations as strategies to add and subtract rational numbers. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide</p>	<p>Fraction Operations</p>	<p>Fractions show a ratio between two integers. Operations create relationships among numbers.</p>	<p>How are the operations of fractions similar and different from the operations of whole numbers? How can fraction operations be used to model real-world situations?</p>

	<p>rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. 3. Solve real-world and mathematical problems involving the four operations with rational numbers. 7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess</p>			
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	<p>the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>			
<p>PAA.8 Solving Equations</p>	<p>7.EE Use properties of operations to generate equivalent expressions. 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.” Solve real-life and mathematical</p>	<p>Solving Equations</p>	<p>Rules of arithmetic and algebraic properties can be used together with notions of equivalence to transform equations so solutions can be found. The facts and choice of words in a word problem can offer clues as to which operations are used to solve it.</p>	<p>How do mathematical models/representations shape our understanding of mathematics? How are properties of equality applied to solve equations representing real-world situations?</p>

	<p>problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>			
<p>PAB.7 Ratio, Proportion, and Percent (Lessons 1 and 2 only)</p>	<p>7.RP Analyze proportional relationships and use them to solve real-</p>	<p>Ratios and Unit Rates</p>	<p>Proportional relationships, including unit rates, express how quantities</p>	<p>How does comparing quantities explain the relationship between them?</p>

	<p>world and mathematical problems. 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>		<p>change in relationship to each other.</p>	<p>How are unit rates used to model real-world situations?</p>
<p>PAA.9 Percent</p>	<p>7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. 3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 3. Solve multi-step real-life</p>	<p>Percents</p>	<p>Proportional relationships express how quantities change in relationship to each other. Fractions, decimals, and percents express a relationship between two numbers.</p>	<p>How is a percent converted to a decimal and fraction? How are percents used to model real-world situations?</p>

	<p>and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>			
<p>PAB.7 Ratio, Proportion, and Percent (Lesson 3 only)</p>	<p>7.G Draw, construct, and describe geometrical figures and describe the relationships between them. 1. Solve problems involving scale drawings of geometric figures, including computing</p>	<p>Scale Drawings</p>	<p>Proportional relationships express how quantities change in relation to each other.</p>	<p>How are proportions used to interpret scale drawings and maps?</p>

	actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.			
PAA.10 Areas and Volumes	<p>7.G Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	Areas and Volumes	<p>Geometry and spatial descriptions allow interpretation and reflection on our physical environment. Perimeter and circumference describe the distance around a shape. Areas describe two-dimensional surfaces and volumes describe three-dimensional space. Each class of regular two-dimensional shape has a formula for its area. Each class of regular three-dimensional object has a formula for its volume.</p>	<p>How are the area formulas used for triangles and quadrilaterals? How are the volume formulas used for cubes, right prisms, and rectangular prisms? How are area and volume related in three-dimensional objects? How are area and volume calculations commonly used to solve real-world problems?</p>

<p>PAA.11 Integers and Graphs</p>	<p>7.RP 2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. 7.NS Apply and extend previous</p>	<p>Integers and Graphs</p>	<p>Integers contain the set of zero, all whole numbers, and the negatives of all the whole numbers. Operations create relationships among numbers. Absolute value describes the distance from zero on a number line. Patterns and relationships between quantities can be described numerically, graphically, symbolically, and verbally. Pairs of related data points, called ordered pairs or coordinates, can be plotted on a Cartesian plane. Ordered pairs show an exact location on a coordinate plane. Change is fundamental to understanding functions, a specific relationship among quantities.</p>	<p>How do you find the absolute value of a quantity and what does it represent? When does an equation constitute a function? How is the rule of a function determined from a set of ordered pairs? How are equations and functions plotted in the coordinate plane? How are graphs of equations useful in real-world situations?</p>
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	<p>understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number</p>			
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	<p>line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>			
<p>PAA.12 Statistics and Probability</p>	<p>7.SP Use random sampling to draw inferences about a population.</p> <p>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling</p>	<p>Statistics and Probability</p>	<p>Sets of data can be compared using mean, median, and range. Graphs convey data in a concise way. There a multiple ways of representing data, each having advantages and disadvantages depending on the context. The probability of an event can be used to predict the probability</p>	<p>What is “average”? How are graphs and tables useful in representing real-world data? What is the difference between probability and odds? How are probabilities used to predict situations in common real-world events?</p>

	<p>tends to produce representative samples and support valid inferences.</p> <p>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p> <p>Draw informal comparative inferences about two populations.</p> <p>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about</p>		<p>of future events.</p>	
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	<p>twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p> <p>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>6. Approximate the probability of a chance event by collecting data on the chance process that</p>			
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	<p>produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning</p>			
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	<p>penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with</p>			
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	type A blood?			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 8 Mathematics Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
PAB.1 Introduction to Algebra	<p>8.EE Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>7. Solve linear equations in one variable.</p> <p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	Algebra Basics	<p>Operations for computations follow a specific order. An operation can be “undone” by its inverse. Algebraic expressions and equations generalize relationships from specific descriptions. Rules of arithmetic and algebraic properties can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.</p>	<p>How are key words in word problems used to determine the expression, equation, or inequality and the operations involved? How are inverse operations used to solve equations and inequalities?</p>
PAB.2 The Decimal System	<p>8.EE Work with radicals and integer exponents.</p>	Exponents and Decimals	<p>Operations in the decimal system are based on powers of</p>	<p>How can the properties of exponents be used to simplify expressions?</p>

	<p>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.</p>		<p>ten. Estimates provide approximate solutions which may be acceptable depending on the problem's context. Exponents can be used to represent multiplication of a number by itself a specific number of times.</p>	<p>How operations with decimals used to model and solve real-world situations? When is an estimate reasonable?</p>
<p>PAB.3 Positive and Negative Numbers</p>	<p>8.EE Work with radicals and integer exponents. 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$. 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger. 4. Perform operations with numbers expressed in</p>	<p>Positive and Negative Number Operations</p>	<p>Absolute value is the distance from zero on a number line. An operation can be "undone" by its inverse. Negative exponents represent the reciprocal of same relationship with a positive exponent, e.g., $2^{-3} = 1/2^3$. Scientific notation is used to describe quantities that are extremely large or extremely small.</p>	<p>How can the sign of a solution to operations on positive and negative numbers be predicted? How are negative exponent expressions rewritten as positive exponent expressions? How is scientific notation used to model and describe real-world phenomena?</p>

	<p>scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>			
PAB.4 Rational Numbers		Rational Numbers	<p>A fraction is a ratio of two integers. An operation can be “undone” by its inverse.</p>	<p>How are fractions reduced? How are the four operations of fractions similar and different to the four operations of whole numbers?</p>
PAB.5 Equations and Inequalities	<p>8.EE Analyze and solve linear equations and pairs of simultaneous linear equations. 7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are</p>	Equations and Inequalities	<p>An operation can be “undone” by its inverse. Algebraic expressions and equations generalize relationships from specific descriptions. Rules of arithmetic and algebraic properties can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.</p>	<p>How are key words in word problems used to determine the equation or inequality and the operations involved? How are inverse operations used to solve equations and inequalities? How can inverse operations be used to check the accuracy of a solution to an equation or inequality?</p>

	<p>different numbers).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>			
PAB.6 Geometry	<p>8.G Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>1. Verify experimentally the properties of rotations, reflections, and translations:</p> <p>a. Lines are taken to lines, and line segments to line segments of the same length.</p> <p>b. Angles are taken to angles of the same measure.</p> <p>c. Parallel lines are taken to parallel lines.</p> <p>2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	Geometry Basics	<p>Points, lines, and planes are the foundation of geometry.</p> <p>Pairs of angles in specific relationships can be used to find related unknown angles.</p> <p>Congruent polygons have all corresponding sides and angles equal.</p>	<p>How can angle pairs be used to describe angles formed in parallel lines cut by a transversal?</p> <p>How can it be shown that two polygons are congruent?</p>

	<p>5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</p>			
<p>5.12 Geometry (Lesson 12 only)</p>	<p>8.G Understand congruence and similarity using physical models, transparencies, or geometry software. 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>Similarity and Transformations</p>	<p>Transformations describe the movement or proportional change in size of a figure. If a figure can undergo one or more transformations to superimpose on another figure, then the two are said to be similar.</p>	<p>What makes two figures similar? How can coordinates be used to transform a figure in the coordinate plane? How can two figures be shown to be similar using transformations?</p>
<p>PAB.7 Ratio,</p>		<p>Ratios, Proportions,</p>	<p>Proportional</p>	<p>How are ratios,</p>

<p>Proportion, and Percent</p>		<p>and Percents</p>	<p>relationships express how quantities change in relationship to each other.</p>	<p>proportions, and percents used to describe and model real-world situations?</p>
<p>PAB.8 The Coordinate Plane</p>	<p>8.EE Understand the connections between proportional relationships, lines, and linear equations. 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. Analyze and solve linear equations and pairs of simultaneous linear equations. 8. Analyze and solve pairs of simultaneous linear equations.</p>	<p>Equations and Functions and Their Graphs</p>	<p>Patterns and relationships between quantities can be described numerically, graphically, symbolically, and verbally. Pairs of related data points, called ordered pairs or coordinates, can be plotted on a Cartesian plane. Ordered pairs show an exact location on a coordinate plane. Change is fundamental to understanding functions, a specific relationship among quantities. The solution to a system of linear equations is the point where the two lines intersect.</p>	<p>When does an equation constitute a function? How is the rule of a function determined from a set of ordered pairs? How are equations and functions plotted in the coordinate plane? How does solving a system of linear equations algebraically relate to solving it graphically? How are graphs of equations and inequalities useful in real-world situations?</p>

	<p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p> <p>8.F Define, evaluate, and compare functions.</p> <p>1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and</p>			
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	<p>the corresponding output.1</p> <p>2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p> <p>3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</p> <p>Use functions to model relationships between quantities.</p> <p>4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two</p>			
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	<p>(x, y) values, including reading these from a table or from a graph. 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.</p> <p>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>			
<p>PAB.9 Areas and Volumes</p>	<p>8.G Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p> <p>9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>Areas and Volumes</p>	<p>Geometry and spatial descriptions allow interpretation and reflection on our physical environment. Perimeter and circumference describe the distance around a shape. Areas describe two-dimensional surfaces and volumes describe three-dimensional space. Each class of regular two-dimensional shape has a formula for its area. Each class of regular three-dimensional</p>	<p>How are the area formulas used for triangles and quadrilaterals? How are the volume formulas used for cones, cylinders, and spheres? How are area and volume related in three-dimensional objects? How are area and volume calculations commonly used to solve real-world problems?</p>

			object has a formula for its volume.	
PAB.10 Square Roots and Right Triangles	<p>8.NS Know that there are numbers that are not rational, and approximate them by rational numbers. 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. For example, by truncating the decimal expansion of square root of 2, show that square root of 2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p> <p>8.EE Work with radicals and integer exponents</p>	Square Roots and Right Triangles	<p>A rational number can be expressed as the ratio of two integers or as a terminating or repeating decimal. An irrational number can be expressed as a non-repeating, non-terminating decimal. An operation can be “undone” by its inverse. The Pythagorean Theorem describes the relationship of right triangles as $a^2 + b^2 = c^2$.</p>	<p>When are approximations useful when working with square roots? How can the Pythagorean Theorem be used to solve real-world examples? How can the inverse of the Pythagorean Theorem be used to determine if a triangle is a right triangle? What are the special right triangles and what are the trigonometric ratios associated with them?</p>

	<p>2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> <p>8.G Understand and apply the Pythagorean Theorem.</p> <p>6. Explain a proof of the Pythagorean Theorem and its converse.</p> <p>7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>			
<p>PAB.11 Probability</p>		<p>Probability</p>	<p>The probability of an event can be used to predict the probability of future events.</p>	<p>What is the difference between probability and odds? What is the difference between independent and dependent events? How are probabilities used to predict situations in common real-world events?</p>

<p>PAB.12 Statistics</p>	<p>8.SP Investigate patterns of association in bivariate data. 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. 4. Understand that</p>	<p>Statistics</p>	<p>Sets of data can be compared using mean, median, and range. Graphs convey data in a concise way. There are multiple ways of representing data, each having advantages and disadvantages depending on the context. Scatter plots can be used to visualize the relationship (positive, negative, or none) of bivariate data.</p>	<p>What is “average”? How are graphs and tables useful in representing real-world data? How can a scatter plot be used to determine a relationship between variables? How can the relationship of real-world data be modeled using a linear fit line through a scatter plot?</p>
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	<p>patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</p>			
<p>PAB.13 Polynomials</p>		<p>Polynomials</p>	<p>Polynomials are a sum of terms involving non-negative integer powers of a variable.</p>	<p>How can you determine whether an expression is a polynomial? How are the operations with polynomials related to operations with whole numbers?</p>

Curriculum Scope & Sequence

School Moyer Academy **Grade or Course** Grade 9 MTH123: Algebra I Teacher

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: Unit 1: Algebra Basics	A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	Algebra Basics	Numbers can be represented in multiple ways. The same operations can be applied in problem situations that seem quite different from one another. Being able to compute fluently means making smart choices about which tools to use and when to use them.	How can algebraic equations be represented? How are key words in word problems used to determine the expression, equation, or operation used to solve the problem?
Semester A: Unit 2: Properties of Real Numbers	A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	Real Number Properties	Numbers can be represented in multiple ways. Properties of real numbers allow complicated expressions to be rewritten in simpler ways.	What are the properties of real numbers? How are these properties applied to simplify, rewrite, or compare expressions?

	<p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>			
<p>Semester A: Unit 3: Operations with Real Numbers</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>	<p>Real Number Operations</p>	<p>Operations create relationships between numbers. Inverse operations allow computations to be “undone”.</p>	<p>Which properties guide the four basic operations? How are number properties applied to solving real-world problems?</p>
<p>Semester A: Unit 4: Solving Equations</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to</p>	<p>Solving Equations</p>	<p>Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations so solutions can be found. Inverse operations allow computations to be “undone”.</p>	<p>How are inverse operations used to solve equations? How can the properties of equality be used to rewrite formulas and solve for a variable? How are equations used to model real-</p>

	<p>limitations on measurement when reporting quantities.</p> <p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>A-CED Create equations that describe numbers or relationships 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent</p>		<p>Estimation is used to obtain an approximate answer depending on a context.</p>	<p>world relationships involving costs? How do you determine if an estimate is reasonable?</p>
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	<p>inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V=IR$ to highlight resistance R.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning 1.Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Solve equations and inequalities in one variable 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>			
<p>Semester A: Unit 5: Solving Inequalities</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions</p>	<p>Solving Inequalities</p>	<p>Rules of arithmetic and algebra can be used together with notions of equivalence to</p>	<p>How are solving inequalities similar and different from solving equations?</p>

	<p>that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>A-CED</p> <p>Create equations that describe numbers or relationships</p> <p>1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>Solve equations and inequalities in one</p>		<p>transform inequalities so solutions can be found.</p> <p>Inverse operations allow computations to be “undone”.</p>	<p>How are inequalities used to model real-world situations?</p>
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	<p>variable 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>			
<p>Semester A: Unit 6: Applying Fractions</p>	<p>N-Q Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling.</p>	<p>Applying Fractions</p>	<p>Fractions are expressed as the ratio of two integers. Proportional relationships express how quantities change in relationship to each other.</p>	<p>How are proportions used to find missing values in real-world situations?</p>
<p>Semester A: Unit 7: Linear Equations and Inequalities</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a</p>	<p>Linear Equations and Inequalities</p>	<p>Equations and inequalities can be represented symbolically and graphically.</p>	<p>What are the basic forms of an equation, and why is each useful? What are the differences between graphing a linear equation and linear inequality in two-variables? How can graphing a linear equation or inequality be useful to model a real-world problem? How is the slope and y-intercept interpreted in real-life models?</p>

	<p>single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A-REI Represent and solve equations and inequalities graphically</p> <p>10. Understand that the</p>			
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	<p>graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p>F-IF Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p>			
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	<p>6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>F-BF</p> <p>Build new functions from existing functions</p> <p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F-LE</p> <p>Interpret expressions</p>			
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	<p>for functions in terms of the situation they model</p> <p>5. Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>G-GPE Use coordinates to prove simple geometric theorems algebraically</p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>S-ID Interpret linear models</p> <p>7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>			
<p>Semester A: Unit 8: Systems of Equations</p>	<p>N-Q Reason quantitatively and use units to solve problems.</p> <p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A-CED Create equations that describe numbers or relationships</p> <p>3. Represent constraints by equations or inequalities,</p>	<p>Systems of Equations</p>	<p>A system of equations or inequalities can be solved by identifying the point where the lines intersect.</p>	<p>How do you solve a system of equations or inequalities? What is the relationship between solving an equation graphically and algebraically?</p>

	<p>and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A-REI Solve systems of equations</p> <p>5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Represent and solve equations and inequalities graphically</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to</p>			
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	<p>graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>			
Semester A: Unit 9: Semester Review and Test				
Semester B: Unit 1: Relations and Functions	<p>A-CED Create equations that describe numbers or relationships 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-REI Represent and solve equations and inequalities graphically 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in</p>	Functions	<p>Change is fundamental to understanding functions. A function is a special kind of relation in which the value of one variable depends on the value of another variable. Functions are used to represent the relationship between unknown quantities. Graphs are visual representations of functions/numerical relationships.</p>	<p>How do you determine if a relation is a function? How are the domain and range related in graphical and algebraic representations of a function? How do functions model real-world phenomena?</p>

	<p>the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF Understand the concept of a function and use function notation</p> <p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal</p>			
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	<p>description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p>			
<p>Semester B: Unit 2: Rationals, Irrationals, and Radicals</p>	<p>N-Q Reason quantitatively and use units to solve problems.</p> <p>3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>N-RN Use properties of rational and irrational numbers.</p> <p>3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational</p>	<p>Rationals, Irrationals, and Radicals</p>	<p>Rational numbers can be expressed as the ratio of two integers or a decimal that is terminating or repeating. Irrational numbers can be expressed as a non-terminating, non-repeating decimal. Square roots and square are inverse operations.</p>	<p>How do you solve a radical equation using inverse operations? How does the Pythagorean Theorem help us to solve real problems? How do you determine when an approximation is reasonable?</p>

	<p>number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>A-REI Understand solving equations as a process of reasoning and explain the reasoning 2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>			
<p>Semester B: Unit 3: Working with Polynomials</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2$</p>	<p>Working with Polynomials</p>	<p>Polynomials are a sum of terms involving non-negative integer powers of a variable. Polynomials can be classified by the number of terms.</p>	<p>How do you identify a polynomial? How do you perform operations between monomials and polynomials or polynomials and polynomials?</p>

	<p>$-y^2)(x^2 + y^2)$. A-APR Perform arithmetic operations on polynomials 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>			
<p>Semester B: Unit 4: Factoring Polynomials</p>	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. A-APR Understand the relationship between</p>	<p>Factoring Polynomials</p>	<p>Expressions can be rewritten using number properties to identify relationships.</p>	<p>What are the common rules for factoring polynomials? How does factoring the polynomial relate to its roots?</p>

	<p>zeros and factors of polynomials 3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>			
<p>Semester B: Unit 5: Quadratic Equations</p>	<p>N-Q Reason quantitatively and use units to solve problems. 2. Define appropriate quantities for the purpose of descriptive modeling. A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. Write expressions in</p>	<p>Quadratic Equations</p>	<p>Expressions can be rewritten using number properties to identify relationships. Equations can be represented symbolically and graphically.</p>	<p>How does a quadratic equation relate to its graph? How is factoring used to solve quadratic equations? How is completing the square used to solve quadratic equations? How is the quadratic formula used to solve quadratic formulas? How do you determine which method is best for solving a quadratic equation? How are quadratic equations used to model physical phenomena?</p>

	<p>equivalent forms to solve problems</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>A-REI</p> <p>Solve equations and inequalities in one variable</p> <p>4. Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.</p> <p>Recognize when the</p>			
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	<p>quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>Represent and solve equations and inequalities graphically</p> <p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F-IF</p> <p>Analyze functions using different representations</p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph,</p>			
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	and interpret these in terms of a context.			
Semester B: Unit 6: Rational Expressions	<p>A-SSE Interpret the structure of expressions 1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A-APR Rewrite rational expressions 6. Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a</p>	Rational Expressions	Expressions can be rewritten using number properties to identify relationships. Division by zero is undefined.	How are rational expressions added, subtracted, multiplied, and divided? How are these operations similar to numeric fractions?

	computer algebra system.			
Semester B: Unit 7: Logic and Reasoning		Logic and Reasoning	Logical Reasoning enables us to approach a problem, explain reasoning, recognize, and check answers in order to move from simple ideas to more complex ones.	What is the difference between inductive and deductive reasoning and how are they applied? How is logic and reasoning used to prove an algebraic statement to be true?
Semester B: Unit 8: Semester Review and Test				

Curriculum Scope & Sequence

School Moyer Academy Grade or Course HST 102: World History Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Semester A: Unit 1: Civilization Begins</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p>	<p>Origins of Civilization</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?

			<p>reassessment of one's research strategies.</p> <p>A historian must prove where the information can be found that is the basis for historical conclusions.</p>	
<p>Semester A: Unit 2: Civilizations Flourish</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p>	<p>Early Civilizations</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems?
<p>Semester A: Unit 3: The Western Classical World</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and</p>	<p>Foundations of Western Ideas and Civilization</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems?

	change.		which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.	
Semester A: Unit 4: Regional Civilizations and Cultures	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>GEOGRAPHY STANDARD ONE: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics [MAPS].</p> <p>9-12a: Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.”</p> <p>9-12b: Students will apply</p>	World Civilizations Have an Impact	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. Mental maps change as the scale moves from local to global; we know more about our home area than more distant 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems? To what extent is competition or interaction between places influenced by their relative location and accessibility? How might the position of a place in a settlement hierarchy affect the life of the people in that place? What makes it likely or unlikely that people and/or goods will flow between two points? How might societal problems be posed so that they are open to solution through geographic map analysis? To what extent can people predict the consequences from human alterations to the physical environment? Why might focusing on

	<p>the analysis of mapped patterns to the solution of problems.</p> <p>GEOGRAPHY STANDARD TWO: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>9-12a: Students will understand the Earth’s physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.</p> <p>GEOGRAPHY STANDARD THREE: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>9-12a: Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.</p> <p>GEOGRAPHY STANDARD FOUR: Students will develop an understanding of the character and use of</p>		<p>places; and these differences affect how we feel and behave towards places that are distant versus those that are close.</p> <ul style="list-style-type: none"> • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. • The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. • Places are unique associations of natural environments and human cultural modifications. • Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. 	<p>how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world?</p> <ul style="list-style-type: none"> • Why are some places more culturally diverse or similar than others? • To what extent does the culture of a place change over time? • How might regional analysis help to solve societal problems? • To what extent are regional boundaries permanent? What might cause them to change over time?
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	<p>regions and the connections between and among them [REGIONS].</p> <p>9-12a: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.</p>			
<p>Semester A: Unit 5: Regional Transitions</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p>	<p>World Civilizations Make Contact</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?

	<p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>research strategies.</p> <ul style="list-style-type: none"> • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester A: Unit 6: Patterns of Civilization</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p>	<p>Empires of the World</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems?

	<p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Intensified hemispheric interactions (1,000-1,500 AD) -- Explorations, contact, and interactions across the world (1450-1770)</p>		<p>about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester A: Unit 7: Changing Worlds</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to</p>	<p>Exploration, Empire and Culture</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?

	<p>differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Explorations, contact, and interactions across the world (1450-1770) -- Revolutions, ideologies, and technological change (1750-1914)</p>		<p>gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester B: Unit 1: Entering the Modern Era</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p>	<p>Conquest, Religion and Civil War</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian's

	<p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Revolutions, ideologies, and</p>		<p>topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians 	<p>interpretation?</p> <ul style="list-style-type: none"> • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>technological change (1750-1914) -- The 20th Century world (1900-present)</p>		<p>collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.</p>	
<p>Semester B: Unit 2: Revolution and Empire</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between</p>	<p>Science, Politics and Ideology</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian's interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased

	<p>historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Revolutions, ideologies, and technological change (1750-1914) -- The 20th Century world (1900-present)</p>		<ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of 	<p>history?</p>
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			<p>historical events may result from these differences.</p>	
<p>Semester B: Unit 3: Changing Expectations</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these</p>	<p>Industrialization Changes Society</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian’s interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?

	<p>factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Revolutions, ideologies, and technological change (1750-1914) -- The 20th Century world (1900-present)</p>		<ul style="list-style-type: none"> • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course 6th grade Social Studies Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>History, The Map of Time Sept. 8-Sept. 12</p>	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p>	<p>Understanding Geography and Mapping.</p>	<ul style="list-style-type: none"> • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. • Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they 	<ul style="list-style-type: none"> • Why does <i>where</i> matter? • To what extent are mental maps of different scales linked? • To what extent are human settlements connected? • To what degree are economic regions specialized? What's "special" about the region and how could it change? • What is the title? • What are the labels for the map key or legend and the titles for the lines on the chart? • What particular event or time is portrayed? • Charts usually illustrate a relationship between two subjects. What are they?

			<p>portray.</p> <ul style="list-style-type: none"> • Students will understand that: • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. 	
<p>From Gathering to Growing Sept. 13-Sept. 20</p>	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the</p>	<p>Understanding Early Humans: Hunter Gatherers</p>	<ul style="list-style-type: none"> ▪ The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • Many different types of sources exist to help us gather information about the past, such as 	<ul style="list-style-type: none"> ▪ Under what conditions should human cultures attempt to change the processes that shape the natural environment? ▪ To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? ▪ How might territorial identity and claims on land change over time? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it?

	<p>purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- The beginnings of human society -- Early civilizations and pastoral peoples (4,000-1,000 BC) -- Classical traditions, major religions, and great empires (1,000 BC--300 AD)</p>		<p>artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>The Mesopotamian Moment Sept. 21-Oct. 12</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify</p>	<p>Understanding the Mesopotamian Region in Ancient History.</p>	<ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of 	<ul style="list-style-type: none"> ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ Is change inevitable? ▪ How often does the past predict the future?

	<p>and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop</p>		<p>places. As site or situation change, so also does the character of a place.</p> <ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important 	<ul style="list-style-type: none"> ▪ What is the evidence for my conclusion?
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	<p>an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> -- Early civilizations and pastoral peoples (4,000-1,000 BC) -- Classical traditions, major religions, and great empires (1,000 BC--300 AD) 		<p>contemporary issues;</p> <ul style="list-style-type: none"> • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Civilization Spreads Oct. 13-Nov. 9</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by,</p>	<p>Understanding Ancient Egypt</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ Under what conditions should human cultures attempt to change the processes that shape the natural environment? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion?

	<p>physical environments in the world's sub-regions.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were</p>		<p>information they portray.</p> <ul style="list-style-type: none"> ▪ The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events 	
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	<p>constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> -- Early civilizations and pastoral peoples (4,000-1,000 BC) -- Classical traditions, major religions, and great empires (1,000 BC--300 AD) -- Expanding zones of exchange and encounter 		<p>will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Some Lasting Ideas Nov. 12-Dec. 2</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in</p>	<p>Understanding Ancient China and Near East Religions</p>	<ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so 	<ul style="list-style-type: none"> ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread?

	<p>the world's sub-regions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Expanding zones of exchange and encounter (300-1,000 AD) -- Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>also does the character of a place.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>More Lasting Ideas Dec. 3-Jan. 4</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Two: Students will develop a</p>	<p>Understanding Monotheistic, Polytheistic Religions and Ancient Greece</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ Under what conditions should human cultures attempt to change the processes that shape the natural environment? ▪ What makes a place culturally unique? ▪ Under what conditions do

	<p>knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four:</p>		<p>places that are distant versus those that are close.</p> <ul style="list-style-type: none"> ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. ▪ The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically 	<p>cultures spread?</p> <ul style="list-style-type: none"> ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it?
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	<p>Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Expanding zones of exchange and encounter (300-1,000 AD) --Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; Resources for education and not the scope and sequence contained in a textbook. 	
<p>Write Again Jan. 5-Jan. 7</p>	<p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p>	<p>Writing a Thesis Essay</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant 	<ul style="list-style-type: none"> ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it?

			<p>reassessment of one's research strategies.</p> <ul style="list-style-type: none"> • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Classical Greece Jan. 10-Jan. 28</p>	<p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Three: Students will interpret historical data [Interpretation].</p> <p>6-8a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history</p>	<p>Understanding the History and Culture of Ancient Greece</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events 	<ul style="list-style-type: none"> ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it? ▪ Why might historians disagree about the same historical event? ▪ To what extent does history change?

	<p>[Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Classical traditions, major religions, and great empires (1,000 BC--300 AD)</p>		<p>from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.</p> <ul style="list-style-type: none"> • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; 	
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			<ul style="list-style-type: none"> Resources for education and not the scope and sequence contained in a textbook. 	
<p>Rome: Republic and Empire Jan. 31-Feb. 23</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the</p>	<p>Understanding the History and Culture of the Roman Empire</p>	<ul style="list-style-type: none"> Places are unique associations of natural environments and human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet 	<ul style="list-style-type: none"> What makes a place culturally unique? Under what conditions do cultures spread? Is change inevitable? How often does the past predict the future? What is the evidence for my conclusion? Is this source credible? How do I know? What questions should I ask before I use this source? After I use it?

	<p>purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Classical traditions, major religions, and great empires (1,000 BC--300 AD) -- Expanding zones of exchange and encounter (300-1,000 AD)</p>		<p>may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
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<p>Empires Feb. 25-March 14</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history,</p>	<p>Understanding the Byzantine Empire and the Origins of Islam</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread?
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	<p>and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> -- Expanding zones of exchange and encounter (300-1,000 AD) -- Intensified hemispheric interactions (1,000-1,500 AD) 		<p>situation change, so also does the character of a place.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>In Western Europe March 15-April 6</p>	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places</p>	<p>Understanding the beginning of the Middle Age</p>	<ul style="list-style-type: none"> ▪ The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • History is often messy, yet a 	<ul style="list-style-type: none"> ▪ Under what conditions should human cultures attempt to change the processes that shape the natural environment? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion?

	<p>[PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history</p>		<p>historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
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	<p>[Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Expanding zones of exchange and encounter (300-1,000 AD)</p> <p>-- Intensified hemispheric interactions (1,000-1,500 AD)</p>			
<p>From East Asia to Western Europe again April 7-April 22</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural</p>	<p>Understanding China during the Middle Ages and the Black Plague</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ Under what conditions should human cultures attempt to change the processes that shape the natural environment? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or

	<p>environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or</p>		<p>distort or introduce bias into the information they portray.</p> <ul style="list-style-type: none"> ▪ The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a historian must logically organize events, recognize 	<p>ethnic groups over space?</p> <ul style="list-style-type: none"> ▪ How might territorial identity and claims on land change over time? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it?
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	<p>theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Expanding zones of exchange and encounter (300-1,000 AD) --Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be 	
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			<p>found that is the basis for historical conclusions.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Seeking the Silk Road May 2-May 4</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient</p>	<p>Understanding the Trade Routes between the East and the West</p>	<ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important 	<ul style="list-style-type: none"> ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread?

	<p>and medieval world history, and the continuing influence of major civilizations, including:</p> <p>-- Expanding zones of exchange and encounter (300-1,000 AD) --Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>contemporary issues;</p> <ul style="list-style-type: none"> Resources for education and not the scope and sequence contained in a textbook. 	
<p>Finishing May 5</p>	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>--Intensified hemispheric interactions (1,000-1,500 AD)</p>	<p>Review of previous units</p>	<ul style="list-style-type: none"> Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; Relevant and important contemporary issues; Resources for education and not the scope and sequence contained in a textbook. 	<ul style="list-style-type: none"> What makes a place culturally unique? Under what conditions do cultures spread?
<p>Europe Seeks Asia and Meets the Americas (World History B) May 6-May 20</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>History Standard Four: Students will develop</p>	<p>Understanding the Age of Exploration</p>	<ul style="list-style-type: none"> Places are unique associations of natural environments and human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. Themes, broad historical trends, and 	

	<p>historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>--Intensified hemispheric interactions (1,000-1,500 AD)</p>		<p>topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student;</p> <ul style="list-style-type: none"> • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Explorations Changes the World (World History B) May 23-June 6</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p>	<p>Understanding how Exploration affects other Civilizations</p>	<ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a 	<ul style="list-style-type: none"> ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ To what degree are economic regions specialized? What's "special" about the region and how could it change? ▪ Why might prices change? Who decides? ▪ How do I know what and when to buy or sell? Does price <i>always</i> matter? ▪ To what extent should government become involved in

	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <p>--Intensified hemispheric interactions (1,000-1,500 AD)</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>4-5a: Students will</p>		<p>historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	<p>markets?</p> <ul style="list-style-type: none"> ▪ How does the type of economic system impact a society's standard of living? ▪ How do cultural values influence economic decisions?
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	<p>understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.</p> <p>Economics Standard Three: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p>		<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic systems impact standards of living. 	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 7 Social Studies Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Thirteen Colonies Part 1 Sept. 7-Sept. 19</p>	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over</p>	<p>Beginning Colonization of America</p>	<ul style="list-style-type: none"> ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the 	<ul style="list-style-type: none"> ▪ To what degree are economic regions specialized? What's "special" about the region and how could it change? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? • What are the labels for the map key or legend and the titles for the lines on the chart? • What particular event or time is portrayed? • Charts usually illustrate a relationship between two subjects. What are they?

	<p>time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Three worlds meet (Beginnings to 1620) -- Colonization and Settlement (1585-1763)</p>		<p>chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Thirteen Colonies Part 2 Sept. 20-Oct. 6</p>	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's</p>	<p>Understanding different regions between the North, Middle and Southern States.</p>	<ul style="list-style-type: none"> ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, 	<ul style="list-style-type: none"> ▪ To what degree are economic regions specialized? What's "special" about the region and how could it change? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? • What are the labels for the map key or legend and the titles for the lines on the chart? • What particular event or time is

	<p>surface into distinctive cultural regions and political territories</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Colonization and Settlement (1585-1763)</p>		<p>explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	<p>portrayed?</p> <ul style="list-style-type: none"> • Charts usually illustrate a relationship between two subjects. What are they?
<p>Road to Revolution Oct. 7-Oct. 25</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human</p>	<p>Separation from Great Britain</p>	<ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and 	<ul style="list-style-type: none"> ▪ What makes a place culturally unique? ▪ Under what conditions do

	<p>culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural territories, regions and political.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather,</p>		<p>human cultural modifications.</p> <ul style="list-style-type: none"> ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. 	<p>cultures spread?</p> <ul style="list-style-type: none"> ▪ To what degree are economic regions specialized? What's "special" about the region and how could it change? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it? • If a speech, was it a rough draft, official's speech, or a campaign speech? • Letter, to whom, and what is the relationship between the sender and the receiver? • Is the letter an official or personal letter?
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	<p>examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Colonization and Settlement (1585-1763)</p>		<p>Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and 	
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<p>The American Revolution Oct. 26-Nov. 9</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Revolution and the New Nation (1754-1820s)</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p>	<p>Events of the American Revolution</p>	<p>sequence contained in a textbook.</p> <ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student. • Relevant and important contemporary issues; • Resources for 	<ul style="list-style-type: none"> ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected?
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	<p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p>		<p>education and not the scope and sequence contained in a textbook.</p> <ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. 	
<p>The Constitution Nov. 10-Dec. 14</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p>	<p>The Development of the U.S. Constitution</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and 	<ul style="list-style-type: none"> ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source

	<p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Revolution and the New Nation (1754-1820s)</p>		<p>effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the 	<p>credible? How do I know?</p> <ul style="list-style-type: none"> ▪ What questions should I ask before I use this source? After I use it? • Who is the document addressed to? • If a party platform, it is already the work of a compromise. • Is it a government document? <ul style="list-style-type: none"> ▪ Why does a government have certain powers? ▪ What different needs should be addressed by the different levels of government? ▪ How might the majority threaten individual and minority rights? ▪ Why are citizens protected by the Constitution? ▪ Should individual rights be limited? ▪ In what ways are citizens protected from the government? From each other? ▪ How might shared rights lead to conflict between citizens or citizens and the government? ▪ To what extent do property rights²
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	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p> <p>6-8b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p>		<p>information can be found that is the basis for historical conclusions.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. • Constitutional democracy¹ as a structure of government developed from the tension between the need for authority and the need to constrain authority. • Governments are structured to address the basic needs of the people in a society. <ul style="list-style-type: none"> ▪ The principles and ideals underlying American democracy are designed to promote the freedom of the American 	<p>define an individual's freedom?</p> <ul style="list-style-type: none"> ▪ How might the majority threaten individual and minority rights? ▪ Why are citizens protected by the Constitution? ▪ Should individual rights be limited? ▪ Why should American citizens perform certain civic duties? ▪ Which means for communicating with office holders is usually more effective and why? ▪ Why is it important to know about the person and circumstances when communicating with an officeholder?
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	<p>6-8b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>6-8b: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.</p> <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>6:8a: Students will follow the actions of elected officials, and understand and employ</p>		<p>people.</p> <ul style="list-style-type: none"> • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. <ul style="list-style-type: none"> ▪ Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. ▪ Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. 	
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	<p>the mechanisms for communicating with them while in office.</p>			
<p>A New Nation Project Citizen Dec. 15-Feb. 10</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain</p>	<p>Development of a New Nation.</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? ▪ How might territorial identity and claims on land change over time? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Which means for communicating with office holders is usually more effective and why? ▪ Why is it important to know about the person and

	<p>how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Revolution and the New Nation (1754-1820s)</p> <p>Civics Standard One: Students will examine the structure and purposes of</p>		<p>the uniqueness of places. As site or situation change, so also does the character of a place.</p> <ul style="list-style-type: none"> ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally 	<p>circumstances when communicating with an officeholder?</p> <ul style="list-style-type: none"> ▪ Why does a government have certain powers? ▪ Which means for communicating with office holders is usually more effective and why? ▪ Why is it important to know about the person and circumstances when communicating with an officeholder?
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	<p>governments with specific emphasis on constitutional democracy [Government].</p> <p>6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>6:8a: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them</p>		<p>relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. <ul style="list-style-type: none"> ▪ Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. ▪ Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. • Constitutional democracy³ as a structure of government developed from the tension between the need for authority 	
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³ Constitutional democracy formally embraces the principle of rule of law by obligating the government to abide by the structures, powers, processes, and limits set forth in a constitution.

	<p>while in office.</p>		<p>and the need to constrain authority.</p> <ul style="list-style-type: none"> • Governments are structured to address the basic needs of the people in a society. ▪ The principles and ideals underlying American democracy are designed to promote the freedom of the American people. ▪ Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. ▪ Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. 	
<p>A New Age and New Industry Feb. 11-Feb. 28</p>	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>Economics Standard One: Students will analyze the</p>	<p>Development of Industry in the United States.</p>	<ul style="list-style-type: none"> ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. • Due to scarcity, individuals as producers and consumers, families, 	<ul style="list-style-type: none"> ▪ To what degree are economic regions specialized? What's "special" about the region and how could it change? ▪ Why do prices change? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion?

	<p>potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>6-8a: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p>		<p>communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <ul style="list-style-type: none"> • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can 	
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	<p>-- Expansion and Reform (1801-1861)</p>		<p>both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Americans Take New Land March 1-March 16</p>	<p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding</p>	<p>United States Expansion.</p>	<ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those 	<ul style="list-style-type: none"> ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion?

	<p>of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions. Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions. History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history</p>		<p>that are close.</p> <ul style="list-style-type: none"> ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the 	
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	<p>[Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Expansion and Reform (1801-1861)</p>		<p>chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. 	
<p>Reform and Reflection March 17-March 30</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze</p>	<p>Social and Political Reforms in the United States.</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will 	<ul style="list-style-type: none"> ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it? ▪ What person or event is represented? ▪ When and where is the subject taking place? ▪ Is the artist or

	<p>historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Expansion and Reform (1801-1861)</p>		<p>affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important 	<p>photographer trying to convey a particular viewpoint?</p> <ul style="list-style-type: none"> ▪ Any symbols pictured? ▪ Is the picture titled? ▪ For whom was this intended to be seen? ▪ What is the general impression presented?
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			<ul style="list-style-type: none"> contemporary issues; Resources for education and not the scope and sequence contained in a textbook. 	
<p>Slavery and Sectionalism March 31-May 5</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Three: Students will interpret</p>	<p>Issues of Slavery and State Rights.</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically 	<ul style="list-style-type: none"> Is change inevitable? How often does the past predict the future? What is the evidence for my conclusion? Is this source credible? How do I know? What questions should I ask before I use this source? After I use it? If a speech, was it a rough draft, official's speech, or a campaign speech? Letter, to whom, and what is the relationship between the sender and the receiver? Is the letter an official or personal letter? Why might prices change? Who decides? How do I know what and when to buy or sell? Does price <i>always</i> matter? To what extent should government become involved in markets? Why should a country specialize and trade?

	<p>historical data [Interpretation].</p> <p>6-8a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Expansion and Reform (1801-1861)</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to</p>		<p>analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on 	<ul style="list-style-type: none"> ▪ Why might government make rules for trade?
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	<p>deal with market failures.</p> <p>4-5b: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government</p> <p>Economics Standard Four: Students will examine the patterns and results of international trade [International Trade].</p> <p>6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>		<p>the choices of consumers and producers.</p> <ul style="list-style-type: none"> • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	
<p>The Road to Civil War May 6-May 17</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause</p>	<p>Events Leading to the Civil War.</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to 	<ul style="list-style-type: none"> ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it? ▪ If a speech, was it a rough draft, official's

	<p>and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Expansion and Reform (1801-1861)</p> <p>-- Civil War and Reconstruction (1850-1877)</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places</p>		<p>guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural 	<p>speech, or a campaign speech?</p> <ul style="list-style-type: none"> ▪ Letter, to whom, and what is the relationship between the sender and the receiver? ▪ Is the letter an official or personal letter? ▪ Why does <i>where</i> matter? ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected?
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	<p>[PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p>		<p>context for the student;</p> <ul style="list-style-type: none"> • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. <ul style="list-style-type: none"> ▪ Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. 	
<p>The Civil War</p>	<p>Geography Standard One:</p>	<p>Events during the Civil War.</p>	<ul style="list-style-type: none"> ▪ Mental maps 	<ul style="list-style-type: none"> ▪ Why does <i>where</i>

<p>May 18-June 7</p>	<p>Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political</p>		<p>summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.</p> <ul style="list-style-type: none"> ▪ Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. ▪ The ways mapped patterns are analyzed and used help solve societal problems. ▪ Maps can be used to distort or introduce bias into the information they portray. ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the 	<p>matter?</p> <ul style="list-style-type: none"> ▪ To what extent are mental maps of different scales linked? ▪ To what extent are human settlements connected? ▪ What makes a place culturally unique? ▪ Under what conditions do cultures spread? ▪ To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? ▪ How might territorial identity and claims on land change over time? ▪ How might the majority threaten individual and minority rights? ▪ Why are citizens protected by the Constitution? ▪ Should individual rights be limited? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? ▪ How do I
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	<p>territories.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8a: Students will master the basic research skills necessary to conduct an independent investigation of</p>		<p>character of a place.</p> <ul style="list-style-type: none"> ▪ A region is a concept rather than a real object on the ground, used to simplify the diversity of places. ▪ Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. ▪ The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing 	<p>knowknow?</p> <ul style="list-style-type: none"> ▪ What questions should I ask before I use this source? After I use it? ▪ Why might historians disagree about the same historical event? ▪ To what extent does history change? <ul style="list-style-type: none"> • If a speech, was it a rough draft, official's speech, or a campaign speech? • Letter, to whom, and what is the relationship between the sender and the receiver? • Is the letter an official or personal letter? • What is the title? • What are the labels for the map key or legend and the titles for the lines on the chart? • What particular event or time is portrayed? • Charts usually illustrate a relationship between two subjects. What are they? • Are the numbers absolutes or percentages? • If it is a bar graph or a line graph, read both axes. • If it is a circle or pie graph, the circle represents the total quantity and the portions represent a percentage. • What person or event is represented?
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	<p>historical phenomena.</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Three: Students will interpret historical data [Interpretation].</p> <p>6-8a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Civil War and Reconstruction (1850-1877)</p>		<p>chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. 	<ul style="list-style-type: none"> • When and where is the subject taking place? • Is the artist or photographer trying to convey a particular viewpoint? • Any symbols pictured? • Is the picture titled? • For whom was this intended to be seen? • What is the general impression presented? • Rarely are they nonpartisan. • Who is the document addressed to? • If a party platform, it is already the work of a compromise. • Is it a government document?
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			<p>That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.</p> <ul style="list-style-type: none"> • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained 	
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<p>Reconstruction June 8-June 20</p>	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the</p>	<p>Rebuilding of the United States after the Civil War.</p>	<p>in a textbook.</p> <ul style="list-style-type: none"> • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events 	<ul style="list-style-type: none"> ▪ In what ways are citizens protected from the government? From each other? ▪ How might shared rights lead to conflict between citizens or citizens and the government? ▪ To what extent do property rights⁴ define an individual's freedom? ▪ Is change inevitable? ▪ How often does the past predict the future? ▪ What is the evidence for my conclusion? ▪ Is this source credible? How do I know? ▪ What questions should I ask before I use this source? After I use it?
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	<p>purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Civil War and Reconstruction (1850-1877)</p>		<p>will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; 	
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			<ul style="list-style-type: none">Resources for education and not the scope and sequence contained in a textbook.	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 8 Social Studies Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Rebuilding a Nation. Sept. 7-Sept. 16</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to</p>	<p>Reconstruction Era after the Civil War</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • In what ways are citizens protected from the government? From each other? • How might shared rights lead to conflict between citizens or citizens and the government? • To what extent do property rights¹ define an individual's freedom?

¹ Property rights involve both the right to own and dispose of one's property as one sees fit and the obligation of government to protect private property. The protection of property was a central concern for both Thomas Hobbes and John Locke, the philosophical godfathers of the U.S. Constitution.

	<p>Delaware history, including: -- Civil War and Reconstruction (1850-1877)</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p>		<ul style="list-style-type: none"> • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. 	
<p>Changing and Growing Sept. 17-Oct. 7</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and</p>	<p>Western Expansion and Women's Suffrage</p>	<ul style="list-style-type: none"> • Places are unique associations of natural environments and human cultural modifications. • Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages 	<ul style="list-style-type: none"> • What makes a place culturally unique? • Under what conditions do cultures spread? • To what degree are economic regions specialized? What's "special" about the region and how could it change? • To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? • How might

	<p>among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Civil War and</p>		<p>associated with any real or abstract feature used to draw a boundary.</p> <ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important 	<p>territorial identity and claims on land change over time?</p> <ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion?
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	<p>Reconstruction (1850-1877)</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8b: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.</p>		<p>contemporary issues;</p> <ul style="list-style-type: none"> Resources for education and not the scope and sequence contained in a textbook. Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. 	
<p>Writing an Essay Oct. 8-Oct. 15</p>	<p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>History Standard Three: Students will interpret historical data [Interpretation].</p> <p>6-8a: Students will compare different historians'</p>	<p>Research Essay on innovators of the late 19th and early 20th century.</p>	<ul style="list-style-type: none"> Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one's research strategies. A historian must prove where the information can be found that is the basis for historical conclusions. 	<ul style="list-style-type: none"> Is this source credible? How do I know? What questions should I ask before I use this source? After I use it? Why might historians disagree about the same historical event? To what extent does history change?

	<p>descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p>		<ul style="list-style-type: none"> • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Freedom Denied Oct. 18-Nov. 11</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena</p>	<p>Segregation in the South</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion?

	<p>[Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <p>-- Civil War and Reconstruction (1850-1877)</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be</p>		<p>and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; • Relevant and important contemporary issues; • Resources for education and not the scope and sequence contained in a textbook. • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic 	<ul style="list-style-type: none"> • How might the majority threaten individual and minority rights? • Why are citizens protected by the Constitution? • Should individual rights be limited? • In what ways are citizens protected from the government? From each other? • How might shared rights lead to conflict between citizens or citizens and the government? • To what extent do property rights² define an individual's freedom? • Why do prices change? • How do banks create interdependence? • Why do governments tax their citizens? • How should tax revenue be used?
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² Property rights involve both the right to own and dispose of one's property as one sees fit and the obligation of government to protect private property. The protection of property was a central concern for both Thomas Hobbes and John Locke, the philosophical godfathers of the U.S. Constitution.

	<p>disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>6-8a: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.</p> <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p>		<p>responsibilities and are aware of the potential consequences of inaction.</p> <ul style="list-style-type: none"> • Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, 	
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	<p>6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p>		<p>and government impact a nation's standard of living.</p> <ul style="list-style-type: none"> Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. 	
<p>Politics, Power and the People Nov. 12-Dec. 6</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>6-8a: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.</p>	<p>Economy and Tycoons of the late 19th Century</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. Goods, services, and resources in a market economy are allocated based on the choices of 	<ul style="list-style-type: none"> Is change inevitable? How often does the past predict the future? What is the evidence for my conclusion? Why do prices change?

			<p>consumers and producers.</p> <ul style="list-style-type: none"> • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. 	
<p>Making Things Better Dec. 7-Dec. 21</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p>	<p>Unions, Immigration, and Press during the late 19th and early 20th century.</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. • Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. • Mental maps change as the scale moves from local to global; we know more about our home 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • Why does <i>where</i> matter? • To what extent are mental maps of different scales linked? • To what extent are human settlements connected?

			<p>area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.</p> <ul style="list-style-type: none"> • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. 	
<p>Entering a new century Jan. 3-Jan. 18</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative</p>	<p>Events of the Spanish American War and World War I</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • Why does <i>where</i> matter? • To what extent are mental maps of different scales linked? • To what extent are human settlements connected? • To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? • How might territorial identity and claims on land change over time?

	<p>location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p>		<p>goods and ideas between peoples.</p> <ul style="list-style-type: none"> • Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. 	
<p>Fascinating Era Jan. 19-Feb. 14</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or</p>	<p>Prohibition and the Roaring 1920's.</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • How do banks create interdependence? • Why do governments tax their citizens?

	<p>theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p> <p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>6-8b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.</p>		<p>chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • The principles and ideals underlying American democracy are designed to promote the freedom 	<ul style="list-style-type: none"> • How should tax revenue be used? • How might the majority threaten individual and minority rights? • Why are citizens protected by the Constitution? • Should individual rights be limited? • What different needs should be addressed by the different levels of government? • In what ways are citizens protected from the government? From each other? • Which means for communicating with office holders is usually more effective and why? • Why is it important to know about the person and circumstances when communicating with an officeholder?
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	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>6-8a: Students will follow the</p>		<p>of the American people.</p> <ul style="list-style-type: none"> • Constitutional democracy³ as a structure of government developed from the tension between the need for authority and the need to constrain authority. • Governments are structured to address the basic needs of the people in a society. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. • Effective governance requires responsible participation from diverse individuals who translate beliefs and 	
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³ Constitutional democracy formally embraces the principle of rule of law by obligating the government to abide by the structures, powers, processes, and limits set forth in a constitution.

	actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.		ideas into lawful action and policy.	
Hard Times Feb. 15-March 2	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p>	The Great Depression and the Progressives	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. Market economies are 	<ul style="list-style-type: none"> Is change inevitable? How often does the past predict the future? What is the evidence for my conclusion? How do banks create interdependence? Why do governments tax their citizens? How should tax revenue be used?

			<p>dependent on the creation and use of money, and a monetary system to facilitate exchange.</p>	
<p>Thesis and Support March 3-March 9</p>	<p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>History Standard Three: Students will interpret historical data [Interpretation].</p> <p>6-8a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p>	<p>Writing a Thesis Essay between 1900 to 1940</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly 	<ul style="list-style-type: none"> • Is this source credible? How do I know? • What questions should I ask before I use this source? After I use it? • Why might historians disagree about the same historical event? • To what extent does history change?

			<p>to the conclusions drawn.</p> <ul style="list-style-type: none"> History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>The Second World War March 10-April 1</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions</p>	<p>Events of World War II</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Mental maps summarize differences and similarities about places. These differences and similarities lead to 	<ul style="list-style-type: none"> Is change inevitable? How often does the past predict the future? What is the evidence for my conclusion? Why does <i>where</i> matter? To what extent are mental maps of different scales linked? To what extent are human settlements connected? What makes a place culturally unique? Under what conditions do cultures spread? To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts

	<p>which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p>		<p>conflict or cooperation and the exchange of goods and ideas between peoples.</p> <ul style="list-style-type: none"> • Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. • Places are unique associations of natural environments and human cultural modifications. • Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and 	<p>between nations or ethnic groups over space?</p> <ul style="list-style-type: none"> • How might territorial identity and claims on land change over time? • In what ways are citizens protected from the government? From each other? • How might shared rights lead to conflict between citizens or citizens and the government? • To what extent do property rights⁴ define an individual's freedom?
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	<p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p>		<p>disadvantages associated with any real or abstract feature used to draw a boundary.</p> <ul style="list-style-type: none"> • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. 	
<p>Recovery, Reaction, Reform April 4-April 22</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept</p>	<p>Beginning of the Cold War and Civil Rights</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • The principles and ideals underlying American 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • How might the majority threaten individual and minority rights? • Why are citizens protected by the Constitution? • In what ways are citizens protected from the government? From each other? • How might shared rights lead to conflict between citizens or citizens and the government? • To what extent do

	<p>of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human</p>		<p>democracy are designed to promote the freedom of the American people.</p> <ul style="list-style-type: none"> • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. • Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. • The ways mapped patterns are analyzed and 	<p>property rights⁵ define an individual's freedom?</p> <ul style="list-style-type: none"> • Why does <i>where</i> matter? • To what extent are mental maps of different scales linked? • To what extent are human settlements connected? • What makes a place culturally unique? • Under what conditions do cultures spread? • To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space? • How might territorial identity and claims on land change over time?
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	<p>settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p>		<p>used help solve societal problems.</p> <ul style="list-style-type: none"> • Maps can be used to distort or introduce bias into the information they portray. • Places are unique associations of natural environments and human cultural modifications. • Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. 	
<p>A Turbulent Time May 2-May 23</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause</p>	<p>Civil Rights and the Vietnam War</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • How might the majority threaten individual and minority rights? • Why are citizens protected by the Constitution?

	<p>and effect.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics</p>		<p>chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. • Mental maps change as the scale moves from 	<ul style="list-style-type: none"> • Should individual rights be limited? • In what ways are citizens protected from the government? From each other? • How might shared rights lead to conflict between citizens or citizens and the government? • To what extent do property rights⁶ define an individual's freedom? • Why does <i>where</i> matter? • To what extent are mental maps of different scales linked? • To what extent are human settlements connected? • What makes a place culturally unique? • Under what conditions do cultures spread? • To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over
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	<p>[MAPS].</p> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>6-8a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].</p> <p>6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.</p>		<p>local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.</p> <ul style="list-style-type: none"> • The ways mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. • Places are unique associations of natural environments and human cultural modifications. • Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. • A region is a concept rather than a real object on the ground, used to simplify the diversity of places. • Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. 	<p>space?</p> <ul style="list-style-type: none"> • How might territorial identity and claims on land change over time?
<p>Writing from Documents May 24-May 26</p>	<p>History Standard Two: Students will gather, examine, and analyze</p>	<p>Analyzing Primary Resources</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts 	<ul style="list-style-type: none"> • Is this source credible? How do I know? • What questions

	<p>historical data [Analysis].</p> <p>6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p>		<p>and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	<p>should I ask before I use this source? After I use it?</p>
<p>Not So Long Ago May 27-June 17</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in</p>	<p>From Richard Nixon to the Present</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • A nation’s overall levels of income, employment, 	<ul style="list-style-type: none"> • Is change inevitable? • How often does the past predict the future? • What is the evidence for my conclusion? • How might the majority threaten individual and minority rights? • Why are citizens protected by the Constitution? • Should individual rights be limited? • How do banks create interdependence? • Why do governments tax their citizens? • How should tax revenue be used? • Why should a country specialize and trade? • Why might government make rules for trade?

	<p>the American political system.</p> <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p> <p>Economics Standard Four: Students will examine the patterns and results of international trade [International trade].</p> <p>6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>		<p>and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.</p> <ul style="list-style-type: none"> • Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course HST 302: United States History Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: Unit 1: American Beginnings	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Explorations, contact, and interactions across the world (1450-1770)</p>	First Contact and Colonization	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	<ul style="list-style-type: none"> • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?
Semester A: Unit 2: Formation of the United States	HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena	Foundations of America	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of

	<p>[Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical</p>		<p>effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <ul style="list-style-type: none"> • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. 	<p>continuity or change?</p> <ul style="list-style-type: none"> • How much can we learn from studying historical responses to societal problems? • How does the way research is conducted influence a historian’s interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Explorations, contact, and interactions across the world (1450-1770)</p>		<ul style="list-style-type: none"> Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Semester A: Unit 3: The New Republic</p>	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will</p>	<p>Development of a New Country</p>	<ul style="list-style-type: none"> Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one's research strategies. A historian must prove where the information 	<ul style="list-style-type: none"> What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Why does differentiating between fact and interpretation matter? How does the way research is conducted influence a historian's interpretation? To what degree is a historical investigation about the historian as

	<p>interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>		<p>can be found that is the basis for historical conclusions.</p> <ul style="list-style-type: none"> • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	<p>much as the history? Is it necessary to include an investigation of the writer in regard to what we read?</p> <ul style="list-style-type: none"> • Is there such a thing as completely unbiased history?
<p>Semester A: Unit 4: Change and Growth</p>	<p>HISTORY STANDARD TWO: Students will gather, examine, and</p>	<p>Expansion and Conflict</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about 	<ul style="list-style-type: none"> • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what

	<p>analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- Explorations, contact, and interactions across the world (1450-1770)</p>		<p>the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations 	<p>the author wanted me to read?</p> <ul style="list-style-type: none"> • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian's interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>-- Revolutions, ideologies, and technological change (1750-1914)</p>		<p>as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.</p>	
<p>Semester A: Unit 5: Forging a National Identity</p>	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>Identity and Nationalism</p>	<ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the 	<ul style="list-style-type: none"> • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian’s interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?

			<p>questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.</p> <ul style="list-style-type: none"> History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Semester A: Unit 6: The Union in Crisis</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective</p>	<p>Conflict in a Divided Nation</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Why does differentiating between fact and interpretation matter?

	<p>research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Civil War and Reconstruction (1850-1877)</p>		<p>sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester A: Unit 7: Entering the Modern Era</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p>	<p>Industrial Growth and Development</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and

	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p>		<p>Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly 	<p>interpretation matter?</p> <ul style="list-style-type: none"> • How does the way research is conducted influence a historian's interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Civil War and Reconstruction (1850-1877) -- Development of an industrialized nation (1870-1900) -- Emergence of modern America (1890-1930)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>to the conclusions drawn.</p> <ul style="list-style-type: none"> History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Semester B: Unit 1: A New Century</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective</p>	<p>Modernity in America</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Why does differentiating between fact and interpretation matter?

	<p>research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Emergence of modern America (1890-1930)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester B: Unit 2: Turning Points</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or</p>	<p>Examining America's Past</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems?

	<p>trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major</p>		<p>chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That 	<ul style="list-style-type: none"> • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian’s interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Great Depression and World War II (1929-1945)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.</p> <ul style="list-style-type: none"> History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Semester B: Unit 3: Democracy Tested</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p>	<p>Economic, Social and International Turmoil</p>	<ul style="list-style-type: none"> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally 	<ul style="list-style-type: none"> Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? How much can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Why does differentiating between fact and interpretation matter? How does the way research is conducted

	<p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Great Depression and</p>		<p>relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. 	<p>influence a historian's interpretation?</p> <ul style="list-style-type: none"> • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>World War II (1929-1945)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.</p>	
<p>Semester B: Unit 4: Postwar America</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to</p>	<p>Dreams of Liberty for All Americans</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? • Why does differentiating between fact and interpretation matter?

	<p>differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Postwar United States (1945-early 1970s) -- Contemporary United States (1968-present)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>used.</p> <ul style="list-style-type: none"> • Critical investigation demands constant reassessment of one's research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. 	
<p>Semester B: Unit 5: A Time of Turmoil</p>	<p>HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p>	<p>Cold War</p>	<ul style="list-style-type: none"> • History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. • The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into 	<ul style="list-style-type: none"> • Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? • How much can we learn from studying historical responses to societal problems? • What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read?

	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical narratives, by contrasting different historian’s choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p>		<p>the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <ul style="list-style-type: none"> • Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. • Critical investigation demands constant reassessment of one’s research strategies. • A historian must prove where the information can be found that is the basis for historical conclusions. • What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and 	<ul style="list-style-type: none"> • Why does differentiating between fact and interpretation matter? • How does the way research is conducted influence a historian’s interpretation? • To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? • Is there such a thing as completely unbiased history?
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	<p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Postwar United States (1945-early 1970s) -- Contemporary United States (1968-present)</p> <p>9-12b: Students will develop an understanding of recent and modern world history and its connections to United States history, including: -- The 20th Century world (1900-present)</p>		<p>other evidence contributes significantly to the conclusions drawn.</p> <ul style="list-style-type: none"> History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
<p>Semester B: Unit 6: Toward a New Millennium</p>	<p>HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].</p> <p>9-12a: Students will compare competing historical</p>	<p>New Realities</p>	<ul style="list-style-type: none"> Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one's research strategies. A historian must prove where the information can be found that is the basis for historical conclusions. What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to 	<ul style="list-style-type: none"> What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Why does differentiating between fact and interpretation matter? How does the way research is conducted influence a historian's interpretation? To what degree is a historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history?

	<p>narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>HISTORY STANDARD FOUR: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: -- Postwar United States (1945-early 1970s) -- Contemporary United States (1968-present)</p>		<p>find the answers to those questions.</p> <ul style="list-style-type: none"> • Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn. • History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. 	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course HST 412: US and Global Economics Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>The Game of Economics</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and</p>	<p>Foundations and Systems of Economics</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and producers) contribute to the greater good? • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy? • Why do some economies in transition experience success and others fail? • Why might citizens of a society question whether an increase in the standard of living improves the quality of life? • How is a nation’s standard of living related to its trading patterns? • How might changes in trading patterns affect the distribution of income and quality of life globally?

	<p>fiscal policies.</p> <p>ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>9-12a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p> <p>ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].</p> <p>9-12a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>and government impact a nation's standard of living.</p> <ul style="list-style-type: none"> • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic systems impact standards of living. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	
<p>The Players</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential</p>	<p>Economic Roles</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and

	<p>costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>9-12a: Students will analyze the wide range of</p>		<p>communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <ul style="list-style-type: none"> • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Because resources are scarce, societies must organize the production, distribution, and 	<p>producers) contribute to the greater good?</p> <ul style="list-style-type: none"> • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy? • Why do some economies in transition experience success and others fail? • Why might citizens of a society question whether an increase in the standard of living improves the quality of life? • How is a nation’s standard of living related to its trading patterns? • How might changes in trading patterns affect the distribution of income and quality of life globally?
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	<p>opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p> <p>ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].</p> <p>9-12a: Students will analyze and interpret the influence of the distribution of the world’s resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>allocation of goods and services.</p> <ul style="list-style-type: none"> • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic systems impact standards of living. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. <p>Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.</p>	
<p>The Price Is Right</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p>	<p>Choices and Decisions</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and producers) contribute to the greater good? • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy? • How is a nation’s standard of living related to its trading patterns?

	<p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].</p> <p>9-12a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>requires comparing the additional costs of alternatives relative to the additional benefits received.</p> <ul style="list-style-type: none"> • A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	<ul style="list-style-type: none"> • How might changes in trading patterns affect the distribution of income and quality of life globally?
<p>Money, Money, Money</p>	<p>ECONOMICS STANDARD</p>	<p>Money and Markets</p>	<ul style="list-style-type: none"> • Due to scarcity, 	<ul style="list-style-type: none"> • How does economic self-

	<p>ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they change [Economic Systems].</p>		<p>individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <ul style="list-style-type: none"> • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Because resources are scarce, societies must 	<p>interest (individual consumers and producers) contribute to the greater good?</p> <ul style="list-style-type: none"> • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy? • Why do some economies in transition experience success and others fail? • Why might citizens of a society question whether an increase in the standard of living improves the quality of life? • How is a nation’s standard of living related to its trading patterns? • How might changes in trading patterns affect the distribution of income and quality of life globally?
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	<p>9-12a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p> <p>ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].</p> <p>9-12a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>organize the production, distribution, and allocation of goods and services.</p> <ul style="list-style-type: none"> • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic systems impact standards of living. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	
<p>The Government Gets Involved</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and</p>	<p>Fiscal and Monetary Policy</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and producers) contribute to the greater good? • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy?

	<p>distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they change [Economic Systems].</p> <p>9-12a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p>		<p>producers.</p> <ul style="list-style-type: none"> • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. • Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic 	<ul style="list-style-type: none"> • Why do some economies in transition experience success and others fail? • Why might citizens of a society question whether an increase in the standard of living improves the quality of life?
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<p>The Global Gameboard</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they</p>	<p>Globalization and Economics</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. • Market economies are dependent on the creation and use of money, and a monetary 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and producers) contribute to the greater good? • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy interdependent? • How might government policy decisions affect the stability of the economy? • Why do some economies in transition experience success and others fail? • Why might citizens of a society question whether an increase in the standard of living improves the quality of life? • How is a nation’s standard of living related to its trading patterns? • How might changes in trading patterns affect the distribution of income and quality of life globally?

	<p>change [Economic Systems].</p> <p>9-12a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p> <p>ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].</p> <p>9-12a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.</p>		<p>system to facilitate exchange.</p> <ul style="list-style-type: none"> • Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. • The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology. • Changing economic systems impact standards of living. • Individuals and nations trade when all parties expect to gain. • Nations with different economic systems often specialize and become interdependent as a result of international trade. • Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. 	
<p>Playing the Game Yourself</p>	<p>ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>9-12a: Students will</p>	<p>Personal Finance</p>	<ul style="list-style-type: none"> • Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services. • Goods, services, and 	<ul style="list-style-type: none"> • How does economic self-interest (individual consumers and producers) contribute to the greater good? • Does competition ensure efficiency? • How do government policies affect markets? • Why is our economy

	<p>demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.</p>		<p>resources in a market economy are allocated based on the choices of consumers and producers.</p> <ul style="list-style-type: none"> • Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. • A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. • Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. • Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. 	<p>interdependent?</p> <ul style="list-style-type: none"> • How might government policy decisions affect the stability of the economy?
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course HST 402: US Government and Politics Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Unit 1: Principles of Government Sept. 7-Sept. 16</p>	<p>CIVICS STANDARD ONE: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.</p> <p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p>	<p>Global Views of Government Develop Over Time</p>	<ul style="list-style-type: none"> • Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. • Governments are structured to address the basic needs of the people in a society. • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. 	<ul style="list-style-type: none"> • What is the relationship between the general differences between societies and types of government structure? • What problems would arise if a government failed to adapt to changing needs and desires of the people? • To what extent do the structures and traditional processes of government minimize the dangers of change?
<p>Unit 2: Constitutional Underpinnings</p>	<p>CIVICS STANDARD ONE: Students will examine the</p>	<p>The Development of American Democracy</p>	<ul style="list-style-type: none"> • Constitutional democracy as a structure of 	<ul style="list-style-type: none"> • What is the relationship between the general

<p>Sept. 17-Oct. 4</p>	<p>structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.</p> <p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p>		<p>government developed from the tension between the need for authority and the need to constrain authority.</p> <ul style="list-style-type: none"> • Governments are structured to address the basic needs of the people in a society. • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. 	<p>differences between societies and types of government structure?</p> <ul style="list-style-type: none"> • To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more? • Under what conditions might political parties evolve or collapse? • What problems would arise if a government failed to adapt to changing needs and desires of the people? • To what extent do the structures and traditional processes of government minimize the dangers of change?
<p>Unit 3: Institutions of Government Oct. 5-Oct. 25</p>	<p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12a: Students will examine and analyze the extra-</p>	<p>American Government as a Functioning System</p>	<ul style="list-style-type: none"> • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Effective citizens are committed to protecting 	<ul style="list-style-type: none"> • To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more? • Under what conditions

	<p>Constitutional role that political parties play in American politics.</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p>		<p>rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <ul style="list-style-type: none"> • Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. 	<p>might political parties evolve or collapse?</p> <ul style="list-style-type: none"> • What problems would arise if a government failed to adapt to changing needs and desires of the people? • To what extent do the structures and traditional processes of government minimize the dangers of change? • What are the consequences of citizens not participating in democracy?
<p>Unit 4: Political Beliefs and Behaviors Oct. 26-Nov. 12</p>	<p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.</p>	<p>Bringing Multiple Ideologies Together in an Effective Democracy</p>	<ul style="list-style-type: none"> • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. 	<ul style="list-style-type: none"> • To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more? • Under what conditions might political parties evolve or collapse? • What problems would arise if a government

	<p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>CIVICS STANDARD FOUR: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>9-12a: Students will develop and employ the skills necessary to work with government programs and agencies</p> <p>9-12b: Students will</p>		<ul style="list-style-type: none"> • Governments are structured to address the basic needs of the people in a society. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. • Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. 	<p>failed to adapt to changing needs and desires of the people?</p> <ul style="list-style-type: none"> • To what extent do the structures and traditional processes of government minimize the dangers of change? • What are the consequences of citizens not participating in democracy? • How should interest groups most effectively communicate with government? • How should special interest groups convey their message to the public?
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	<p>understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p>			
<p>Unit 5: Linkage Institutions Nov. 15-Dec. 7</p>	<p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>CIVICS STANDARD FOUR: Students will develop and employ the civic skills necessary for</p>	<p>People, Participation and Politics</p>	<ul style="list-style-type: none"> • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. • Governments are structured to address the basic needs of the people in a society. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. • Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. • Effective governance 	<ul style="list-style-type: none"> • What problems would arise if a government failed to adapt to changing needs and desires of the people? • To what extent do the structures and traditional processes of government minimize the dangers of change? • What are the consequences of citizens not participating in democracy? • How should interest groups most effectively communicate with government? • How should special interest groups convey their message to the public?

	<p>effective, participatory citizenship [Participation].</p> <p>9-12a: Students will develop and employ the skills necessary to work with government programs and agencies</p> <p>9-12b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p>		<p>requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p>	
<p>Unit 6: The Art of Policymaking Dec. 8-Dec. 20</p>	<p>CIVICS STANDARD ONE: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.</p> <p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions,</p>	<p>Policy and Purpose</p>	<ul style="list-style-type: none"> • Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. • Governments are structured to address the basic needs of the people in a society. • The principles and ideals underlying American democracy are designed to promote the freedom of the American people. • Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. • Distinctions between a citizen's rights, responsibilities, and 	<ul style="list-style-type: none"> • What is the relationship between the general differences between societies and types of government structure? • What problems would arise if a government failed to adapt to changing needs and desires of the people? • To what extent do the structures and traditional processes of government minimize the dangers of change? • What are the consequences of citizens not participating in democracy? • How should special interest groups convey their message to the public?

	<p>precedents, and interpretations which have evolved over the past 200 years.</p> <p>CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>CIVICS STANDARD FOUR: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <p>9-12b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p>		<p>privileges help to define the requirements and limits of personal freedom.</p> <ul style="list-style-type: none"> Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. 	
<p>Unit 7: Civil Liberties and Civil Rights Dec. 21-Jan. 24</p>	<p>CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12b: Students will understand that the</p>	<p>Freedom and Responsibility for All</p>	<ul style="list-style-type: none"> The principles and ideals underlying American democracy are designed to promote the freedom of the American people. Effective citizens are committed to protecting rights for themselves, 	<ul style="list-style-type: none"> What problems would arise if a government failed to adapt to changing needs and desires of the people? To what extent do the structures and traditional processes of government

	<p>functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p>		<p>other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <ul style="list-style-type: none"> • Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. 	<p>minimize the dangers of change?</p> <ul style="list-style-type: none"> • What are the consequences of citizens not participating in democracy?
<p>Unit 8: Semester Wrap-Up Jan. 25-Jan. 31</p>				

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: WLG100: Spanish I Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
1-5: Greetings Module 28, 68, 143: Chatter at a Royal Ball 50, 70, 100: Simulated Conversation Practice 100, 170: Becoming a Life-long Learner Weekly: Online Synchronous Sessions Weekly: Written or Oral Assessments Standard 1.2: 10, 15, 20, 40, 50, 55, 60, 80, 85, 100, 105, 125, 140, 150, 165, 170: Realias 13, 148: Diglot Weave stories: “The Broken Window”, “Mi Primera Visita a Mexico” 16, 66, 123: Geography lessons 18, 118: El Alfabeto Romano, More on the	Goal 1: Communication <i>Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.</i> Standard 1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs. Standard 1.2 Students comprehend and interpret written and oral language on a variety of topics. Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.	Language is at the heart of all human interaction.	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one’s mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language? • When do mistakes interfere with communication? Does practice make perfect?

<p>Alphabet</p> <p>28, 68, 143: Chatter at a Royal Ball</p> <p>48: Thinking in Spanish 50, 70, 100: Simulated Conversation Practice</p> <p>53: Toward Fluency 1 & 2</p> <p>58: Demonstration Lecture 1</p> <p>63, 83: Stringing Together Your Own Narratives</p> <p>73: The Puzzle</p> <p>98: Speed Learning: Five Mini-Dialogues</p> <p>100-170: Becoming Life-long Learner</p> <p>103: A Lesson in Spanish</p> <p>Weekly: Immersive Diglot Weave Story</p> <p>Weekly: Vocabulary Modules</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Reading or Listening Comprehension Practice</p> <p>Standard 1.3:</p>				
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<p>8, 93, 158: Points, Lines, and Figures</p> <p>28, 68, 143: Chatter at a Royal Ball</p> <p>33, 163: The Key of the King's Kingdom, The Keys of Rome</p> <p>53: Toward Fluency 1 & 2</p> <p>63, 83: Stringing Together Your Own Narratives</p> <p>138: Communication with Limited Means</p> <p>Weekly: Written or Oral Assessments</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 2.1 and 2.2 5, 55, 70, 80, 95, 120, 150: Out of Seat Activities</p> <p>19, 109: Culture Report</p> <p>100, 170: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or culture videos and quizzes</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 2: Cultures</p> <p><i>Gain knowledge of other cultures through the study of language</i></p> <p>Standard 2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings.</p> <p>Standard 2.2 Students demonstrate knowledge and understanding of significant components of the cultures being studied,</p>	<p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people's perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • What is a culture? What is the connection between a people's perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?

	such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.			
<p>Standard 3.1 16, 66, 123: Geography lessons</p> <p>18, 118: El Alfabeto Romano, More on the Alphabet</p> <p>80: Out of Seat Activity: Famous People</p> <p>150: Out of Seat Activity: Topic of Personal Interest</p> <p>Standard 3.2 5, 55, 70, 80, 95, 120, 150: Out of seat activities</p> <p>100, 170: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or culture videos and quizzes</p>	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and gain access to information</i></p> <p>Standard 3.1 Students reinforce and broaden their knowledge of other disciplines through the target language.</p> <p>Standard 3.2 Students access information and cultural perspectives that are available through the target language via electronic or traditional means.</p>	<p>The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.</p>	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?
<p>Standard 4.1 13, 148: Diglot Weave Stories “The Broken Window”, “Mi Primera Visita a Mexico”</p> <p>16, 66, 123: Geography lessons</p> <p>18, 118: El Alfabeto Romano, More on the Alphabet</p>	<p>Goal 4: Comparisons</p> <p><i>Develop insight into the nature of language and culture</i></p> <p>Standard 4.1 Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.</p>	<p>Comparing and contrasting one’s own and other languages and cultures enables individuals to gain new insight about self and the world.</p>	<ul style="list-style-type: none"> • By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and 	<ul style="list-style-type: none"> • Why do they say or write it that way? Why can’t they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual’s critical

<p>33, 163: The Key of the King's Kingdom, The Keys of Rome</p> <p>58: Demonstration Lecture 1</p> <p>103, 173: A Lesson in Spanish</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Reading or Listening Comprehension Activities</p> <p>Weekly: Immersive Diglot Weave Story</p> <p>Standard 4.2 5, 55, 70, 80, 95, 120, 150: Out of Seat Activities</p> <p>19, 64: Culture Report</p> <p>100, 170: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Standard 4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.</p>		<p>contrasting world languages and cultures promote individuals' ability to process information.</p>	<p>thinking skills?</p>
<p>Standard 5.1, 5.2 5, 55, 70, 80, 95, 120, 150: Out of Seat Activities</p> <p>100, 170: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 5: Communities</p> <p><i>Participate in multilingual communities, the global society, and world market place</i></p> <p>Standard 5.1 Students use the language both</p>	<p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to

	within and beyond the school setting. Standard 5.2 Students use language for leisure and personal enrichment.			become a global citizen?
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course: WLG110: French I Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Standard 1.1: 1-5: Greetings Module</p> <p>23, 38: Toward Fluency</p> <p>33, 63, 83, 138: Chatter at a Royal Ball</p> <p>110, 175: Becoming a Life-long Learner</p> <p>127-130: Pattern: Avoir expressions</p> <p>147-150: Pattern: Sickness and avoir expressions</p> <p>Weekly: Online Synchronous Sessions</p> <p>Weekly: Written or Oral Assessments</p> <p>Standard 1.2: 3: The Puzzle</p> <p>8, 123: Thinking in French</p> <p>13, 148: The Broken Window, Ma Première Visite au Québec</p> <p>15, 40, 60, 80, 105, 125, 140, 150, 165: Realias</p> <p>18, 53, 93, 173: Points, Lines,</p>	<p>Goal 1: Communication</p> <p><i>Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.</i></p> <p>Standard 1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.</p> <p>Standard 1.2 Students comprehend and interpret written and oral language on a variety of topics.</p> <p>Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.</p>	<p>Language is at the heart of all human interaction.</p>	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language? • When do mistakes interfere with communication? Does practice make perfect?

<p>and Figures</p> <p>23, 38: Toward Fluency</p> <p>28, 153: The Key of the King's Kingdom</p> <p>33, 63, 83, 138: Chatter at a Royal Ball</p> <p>48, 68, 143, 163: Focus on the Language</p> <p>58, 103: From Word to Discourse</p> <p>73: Creating Your Own Mini-story Plots</p> <p>78, 168: Stringing Together Your Own Narratives</p> <p>98: A Mother talks with her Child</p> <p>108: In the Classroom</p> <p>110, 175: Becoming a Life-long Learner</p> <p>113: Lecture on Geography</p> <p>128: The Roman Alphabet</p> <p>158: Much Communication with Limited Means</p> <p>Weekly: Immersive Diglot Weave Story</p> <p>Weekly: Vocabulary Modules</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Reading or Listening</p>				
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<p>Comprehension Practice</p> <p>Standard 1.3: 3: The Puzzle</p> <p>8, 123: Thinking in French</p> <p>18, 53, 93, 173: Points, Lines, and Figures</p> <p>23, 38: Toward Fluency</p> <p>28, 153: The Key of the King's Kingdom</p> <p>33, 63, 83, 138: Chatter at a Royal Ball</p> <p>48, 68, 143, 163: Focus on the Language</p> <p>58, 103: From Word to Discourse</p> <p>73: Creating Your Own Mini-story Plots</p> <p>78, 168: Stringing Together Your Own Narratives</p> <p>158: Much Communication with Limited Means</p> <p>Weekly: Written or Oral Assessments</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 2.1 and 2.2 5, 20, 35, 40, 55, 60, 80, 105, 108, 120, 160, 165, 170: Out of Seat Activities</p> <p>9, 99: Culture Report</p>	<p>Goal 2: Cultures</p> <p><i>Gain knowledge of other cultures through the study of language</i></p>	<p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people's perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and 	<ul style="list-style-type: none"> • What is a culture? What is the connection between a people's perspectives, practices, products and their language?

<p>110, 175: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or culture videos and quizzes</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Standard 2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings.</p> <p>Standard 2.2 Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.</p>		<p>soul.</p> <ul style="list-style-type: none"> • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?
<p>Standard 3.1 16, 113: A Geography Lesson</p> <p>16: Countries and Nationalities module</p> <p>20: Out of Seat Activity: Famous People</p> <p>128: The Roman Alphabet</p> <p>155: Victor Hugo Writing Challenge</p> <p>Standard 3.2 5, 20, 35, 40, 55, 60, 80, 105, 108, 120, 160, 165, 170: Out of Seat Activities</p> <p>110, 175: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or Culture videos and quizzes</p>	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and gain access to information</i></p> <p>Standard 3.1 Students reinforce and broaden their knowledge of other disciplines through the target language.</p> <p>Standard 3.2 Students access information and cultural perspectives that are available through the target language via electronic or traditional means.</p>	<p>The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.</p>	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?

<p>Standard 4.1 3: The Puzzle</p> <p>13, 148: The Broken Window, Ma Première Visite au Québec</p> <p>18, 53, 93, 173: Points, Lines, and Figures</p> <p>23, 38: Toward Fluency</p> <p>28, 153: The Key of the King's Kingdom</p> <p>33, 63, 83, 138: Chatter at a Royal Ball</p> <p>48, 68, 143, 163: Focus on the Language</p> <p>58, 103: From Word to Discourse</p> <p>73: Creating Your Own Mini-story Plots</p> <p>78, 168: Stringing Together Your Own Narratives</p> <p>98: A Mother talks with her child</p> <p>108: In the Classroom</p> <p>110, 175: Becoming a Life-long Learner</p> <p>113: Lecture on Geography</p> <p>128: The Roman Alphabet</p> <p>158: Much Communication</p>	<p>Goal 4: Comparisons</p> <p><i>Develop insight into the nature of language and culture</i></p> <p>Standard 4.1 Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.</p> <p>Standard 4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.</p>	<p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p>	<ul style="list-style-type: none"> • By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. 	<ul style="list-style-type: none"> • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual's critical thinking skills?
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<p>with Limited Means</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Reading or Listening Comprehension Activities</p> <p>Weekly: Immersive Diglot Weave Story</p> <p>Standard 4.2 5, 20, 35, 40, 55, 60, 80, 105, 108, 120, 160, 165, 170: Out of Seat Activities</p> <p>9, 99: Culture Report</p> <p>110, 175: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 5.1, 5.2 5, 20, 35, 40, 55, 60, 80, 105, 108, 120, 160, 165, 170: Out of Seat Activities</p> <p>110, 175: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 5: Communities</p> <p><i>Participate in multilingual communities, the global society, and world market place</i></p> <p>Standard 5.1 Students use the language both within and beyond the school setting.</p> <p>Standard 5.2 Students use language for leisure and personal enrichment.</p>	<p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: WLG140: Chinese I Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Standard 1.1: 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>18: Pattern Practice: Asking Questions</p> <p>Weekly: Online Synchronous Sessions</p> <p>Weekly: Written or Oral Assessments</p> <p>Standard 1.2: 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>7: Tongue Twister</p> <p>17: Hou Yi and Chang E</p> <p>18: Pattern Practice: Asking Questions</p> <p>19: Thoughts on a Quiet Night</p> <p>21-22, 26-27, 31-32: The Broken Window</p> <p>37: The Princess and the Monkey</p> <p>47: Bedroom Picture</p>	<p>Goal 1: Communication</p> <p><i>Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.</i></p> <p>Standard 1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.</p> <p>Standard 1.2 Students comprehend and interpret written and oral language on a variety of topics.</p> <p>Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.</p>	<p>Language is at the heart of all human interaction.</p>	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one’s mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language? • When do mistakes interfere with communication? Does practice make perfect?

<p>52-53: Young Love</p> <p>57: Sample Sentences: Months and Days</p> <p>62-63: School Song, Friend Song</p> <p>77: The Story of the Three Monks</p> <p>82: Getting Sick</p> <p>97: The Three Bears</p> <p>117: Talking about Fruit</p> <p>147: The Story of the Chinese Zodiac</p> <p>152: Listening Practice: Drawing a Face</p> <p>157: Treasure in the Forest</p> <p>162: Getting around a Big City</p> <p>167: The Basics of Chinese Cuisine</p> <p>168: Listening and Writing Practice: Ham Fried Rice</p> <p>173: Trip to Suzhou and Hangzhou</p> <p>Weekly: Written or Oral Assessments</p> <p>Standard 1.3: 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>4, 22, 40, 48, 106, 147: Out of</p>				
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<p>Seat Activities</p> <p>Weekly: Online Synchronous Sessions</p> <p>Weekly: Travel Journal</p> <p>Weekly: Written or Oral Assessments</p>				
<p>Standard 2.1 and 2.2 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174: Culture Videos</p> <p>4, 22, 40, 48, 106, 147: Out of Seat Activities</p> <p>17: Hou Yi and Chang E</p> <p>19, 64: Culture Poems</p> <p>29, 99, 144, 159: CultureGrams</p> <p>49, 54, 69, 79, 94, 104, 149: Culture Lessons</p> <p>77: The Story of the Three Monks</p> <p>117: Talking about Fruit</p> <p>147: The Story of the Chinese Zodiac</p> <p>162: Getting around a Big City</p> <p>173: Trip to Suzhou and Hangzhou</p>	<p>Goal 2: Cultures</p> <p><i>Gain knowledge of other cultures through the study of language</i></p> <p>Standard 2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings.</p> <p>Standard 2.2 Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.</p>	<p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people's perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • What is a culture? What is the connection between a people's perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?

<p>Weekly: Travel Journal</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 3.1 17: Hou Yi and Chang E</p> <p>19, 64: Culture Poems</p> <p>72: Chinese characters through history</p> <p>79: Chinese Philosophy Culture</p> <p>147: The Story of the Chinese Zodiac</p> <p>167: The Basics of Chinese Cuisine</p> <p>Standard 3.2 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>4, 22, 40, 48, 106, 147: Out of Seat Activities</p> <p>4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174: Culture Videos</p> <p>7: Tongue Twister</p> <p>17: Hou Yi and Chang E</p> <p>19, 64: Culture Poems</p> <p>49, 54, 69, 79, 94, 104, 149: Culture Lessons</p> <p>72: Chinese characters through history</p>	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and gain access to information</i></p> <p>Standard 3.1 Students reinforce and broaden their knowledge of other disciplines through the target language.</p> <p>Standard 3.2 Students access information and cultural perspectives that are available through the target language via electronic or traditional means.</p>	<p>The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.</p>	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?

<p>147: The Story of the Chinese Zodiac</p> <p>167: The Basics of Chinese Cuisine</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Travel Journal</p>				
<p>Standard 4.1 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>4, 22, 40, 48, 106, 147: Out of Seat Activities</p> <p>7: Tongue Twister</p> <p>17: Hou Yi and Chang E</p> <p>18: Pattern Practice: Asking Questions</p> <p>19, 64: Culture Poems</p> <p>21-22, 26-27, 31-32: The Broken Window</p> <p>37: The Princess and the Monkey</p> <p>47: Bedroom Picture</p> <p>52-53: Young Love</p> <p>57: Sample Sentences: Months and Days</p> <p>62-63: School Song, Friend Song</p> <p>77: The Story of the Three Monks</p>	<p>Goal 4: Comparisons</p> <p><i>Develop insight into the nature of language and culture</i></p> <p>Standard 4.1 Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.</p> <p>Standard 4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.</p>	<p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p>	<ul style="list-style-type: none"> • By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. 	<ul style="list-style-type: none"> • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual's critical thinking skills?

<p>82: Getting Sick</p> <p>97: The Three Bears</p> <p>117: Talking about Fruit</p> <p>147: The Story of the Chinese Zodiac</p> <p>152: Listening Practice: Drawing a Face</p> <p>157: Treasure in the Forest</p> <p>162: Getting around a Big City</p> <p>167: The Basics of Chinese Cuisine</p> <p>168: Listening and Writing Practice: Ham Fried Rice</p> <p>173: Trip to Suzhou and Hangzhou</p> <p>Weekly: Written or Oral Assessments</p> <p>Weekly: Travel Journal</p> <p>Standard 4.2 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163: Dialogues</p> <p>4, 22, 40, 48, 106, 147: Out of Seat Activities</p> <p>4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174: Culture Videos</p> <p>17: Hou Yi and Chang E</p>				
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<p>19, 64: Culture Poems</p> <p>29, 99, 144, 159: CultureGrams</p> <p>49, 54, 69, 79, 94, 104, 149: Culture Lessons</p> <p>77: The Story of the Three Monks</p> <p>117: Talking about Fruit</p> <p>147: The Story of the Chinese Zodiac</p> <p>173: Trip to Suzhou and Hangzhou</p> <p>Weekly: Travel Journal</p>				
<p>Standard 5.1, 5.2 4, 22, 40, 48, 106, 147: Out of Seat Activities</p> <p>Weekly: Travel Journal</p> <p>Weekly: Written or Oral Assessments</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 5: Communities</p> <p><i>Participate in multilingual communities, the global society, and world market place</i></p> <p>Standard 5.1 Students use the language both within and beyond the school setting.</p> <p>Standard 5.2 Students use language for leisure and personal enrichment.</p>	<p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: WLG200: Spanish II Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Standard 1.1: 5, 155: Simulated Conversation Practice</p> <p>18, 48, 98: Chatter at a Royal Ball</p> <p>63: Questions from a Child</p> <p>73: Openers and Rejoinders</p> <p>100, 165: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p> <p>Weekly: Written or Oral Assessments</p> <p>Standard 1.2: 3: In the Aquarium</p> <p>5, 155: Simulated Conversation Practice</p> <p>8: A Small Child Answers the Phone</p> <p>15, 20, 25, 40, 50, 65, 70, 85, 95, 115, 120, 130, 145, 150, 160, 170: Realias</p> <p>18, 48, 98: Chatter at a Royal Ball</p>	<p>Goal 1: Communication</p> <p><i>Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.</i></p> <p>Standard 1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.</p> <p>Standard 1.2 Students comprehend and interpret written and oral language on a variety of topics.</p> <p>Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.</p>	<p>Language is at the heart of all human interaction.</p>	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one’s mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language? • When do mistakes interfere with communication? Does practice make perfect?

13, 103, 123: Focus on the Language				
23: The Farmer at the Turnip				
28, 138, 173: A Spanish Lesson				
33, 68: Focus on Scene				
38: The Three Bears				
53, 78: Geography Lessons				
58: Geometry Lesson				
63: Questions from a Child				
73: Openers and Rejoinders				
83: Little Red Riding Hood				
93: The Three Billygoats				
100, 165: Becoming a Life-long Learner				
108: A Hungry Giant				
113: Observing Closely How Spanish Works				
118: The Skillful Calculator				
128: Dream of a Little Girl				
143: Focus on Action				
148: The Arab and His Camel				
153: The Critical Mother				
158: Chicken Little				
168: A Little Boy and a Flower				

<p>Weekly: Immersive Diglot Weave Story</p> <p>Weekly: Vocabulary Modules</p> <p>Weekly: Grammar Modules</p> <p>Weekly: Reading or Listening Comprehension Practice</p> <p>Standard 1.3: 18, 48, 98: Chatter at a Royal Ball</p> <p>13, 103, 123: Focus on the Language</p> <p>63: Questions From a Child</p> <p>73: Openers and Rejoinders</p> <p>143: Focus on Action</p> <p>Weekly: Written or Oral Assessments</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 2.1 and 2.2 19, 109: Culture Report</p> <p>5, 15, 70, 105, 120, 130, 140, 160: Out of Seat Activities</p> <p>100, 165: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or Culture Videos and quizzes</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 2: Cultures</p> <p><i>Gain knowledge of other cultures through the study of language</i></p> <p>Standard 2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings.</p> <p>Standard 2.2 Students</p>	<p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people’s perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • What is a culture? What is the connection between a people’s perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?

	demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.			
<p>Standard 3.1 3: In the Aquarium</p> <p>53, 78: Geography lessons</p> <p>58: Geometry Lesson</p> <p>70: Out of Seat Activity: Famous People</p> <p>161-170: Societal Issues Modules</p> <p>Standard 3.2 5, 15, 70, 105, 120, 130, 140, 160: Out of seat activities</p> <p>19, 109: Culture Report</p> <p>100, 165: Becoming a Life-long Learner</p> <p>Weekly: Culturegrams or culture videos and quizzes</p>	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and gain access to information</i></p> <p>Standard 3.1 Students reinforce and broaden their knowledge of other disciplines through the target language.</p> <p>Standard 3.2 Students access information and cultural perspectives that are available through the target language via electronic or traditional means.</p>	The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? • Why is it important to access primary information?
<p>Standard 4.1 3: In the Aquarium</p> <p>8: A Small Child Answers the Phone</p> <p>18, 48, 98: Chatter at a Royal Ball</p> <p>15, 20, 25, 40, 50, 65, 70, 85, 95, 115, 120, 130, 145, 150,</p>	<p>Goal 4: Comparisons</p> <p><i>Develop insight into the nature of language and culture</i></p> <p>Standard 4.1 Students learn that different languages use different ways to communicate and</p>	Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.	<ul style="list-style-type: none"> • By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and 	<ul style="list-style-type: none"> • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the

<p>160, 170: Realias</p> <p>13, 103, 123: Focus on the Language</p> <p>23: The Farmer and the Turnip</p> <p>28, 138, 173: A Spanish Lesson</p> <p>38: The Three Bears</p> <p>53, 78: Geography Lessons</p> <p>58: Geometry Lesson</p> <p>63: Questions From a Child</p> <p>73: Openers and Rejoinders</p> <p>83: Little Red Riding Hood</p> <p>108: A Hungry Giant</p> <p>113: Observing Closely How Spanish Works</p> <p>118: The Skillful Calculator</p> <p>128: Dream of a Little Girl</p> <p>138: The Three Billygoats</p> <p>148: The Arab and His Camel</p> <p>153: The Critical Mother</p> <p>158: Chicken Little</p> <p>168: A Little Boy and a Flower</p> <p>Weekly: Grammar Modules</p>	<p>can apply this knowledge to their own language.</p> <p>Standard 4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.</p>		<p>other cultures.</p> <ul style="list-style-type: none"> • Comparing and contrasting world languages and cultures promote individuals' ability to process information. 	<p>study of another language and culture develop an individual's critical thinking skills?</p>
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<p>Weekly: Reading or Listening Comprehension Activities</p> <p>Weekly: Immersive Diglot Weave Story</p> <p>Standard 4.2 5, 15, 70, 105, 120, 130, 140, 160: Out of Seat Activities</p> <p>19, 109: Culture Report</p> <p>100, 165: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 5.1, 5.2 5, 15, 70, 105, 120, 130, 140, 160: Out of Seat Activities</p> <p>100, 165: Becoming a Life-long Learner</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 5: Communities</p> <p><i>Participate in multilingual communities, the global society, and world market place</i></p> <p>Standard 5.1 Students use the language both within and beyond the school setting.</p> <p>Standard 5.2 Students use language for leisure and personal enrichment.</p>	<p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: WLG300: Spanish III Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Standard 1.1: 4: Introducing Your Family</p> <p>5, 15, 25, 35, 55, 65, 75, 95, 105, 115, 125, 145, 155, 165, 175: Extended Listening or Reading Passage and Free Response</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170: Literature Highlights</p> <p>59: Encuesta</p> <p>169: Culpable O Inocente</p> <p>Weekly: Oral Assessments</p> <p>Weekly: Listening or Reading Comprehension Activities</p> <p>Weekly: Online Synchronous Sessions</p> <p>Standard 1.2: 4: Introducing Your Family</p> <p>5, 15, 25, 35, 55, 65, 75, 95, 105, 115, 125, 145, 155, 165, 175: Extended Listening or Reading Passage and Free Response</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170:</p>	<p>Goal 1: Communication</p> <p><i>Communicate in languages other than English through listening, speaking, reading and writing in various cultural contexts.</i></p> <p>Standard 1.1 Students listen and respond, engage in conversations, provide and obtain information, express preferences, emotions and feelings, and exchange opinions and beliefs.</p> <p>Standard 1.2 Students comprehend and interpret written and oral language on a variety of topics.</p> <p>Standard 1.3 Students present information, concepts, and ideas in oral and written form on a variety of topics.</p>	<p>Language is at the heart of all human interaction.</p>	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one’s mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What is communication? What do you need to be able to do to communicate in another language? • When do mistakes interfere with communication? Does practice make perfect?

<p>Literature Highlights</p> <p>59: Encuesta</p> <p>87, 177: Culture Report</p> <p>114: Solve the Crime</p> <p>149: Pronóstico Del Tiempo</p> <p>169: Culpable O Inocente</p> <p>Weekly: Grammar Patterns</p> <p>Weekly: Oral Assessments</p> <p>Weekly: Reading Comprehension</p> <p>Weekly: Vocabulary Modules</p> <p>Weekly: Online Synchronous Sessions</p> <p>Standard 1.3:</p> <p>4: Introducing Your Family</p> <p>5, 15, 25, 35, 55, 65, 75, 95, 105, 115, 125, 145, 155, 165, 175: Extended Listening or Reading Passage and Free Response</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170: Literature Highlights</p> <p>59: Encuesta</p> <p>87, 177: Culture Report</p> <p>114: Solve the Crime</p> <p>149: Pronóstico Del Tiempo</p>				
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<p>169: Culpable O Inocente</p> <p>179: Enhance Your Career</p> <p>Weekly: Oral Assessments</p> <p>Weekly: Online Synchronous Sessions</p>				
<p>Standard 2.1 and 2.2 9, 99: Culture Report</p> <p>5, 15, 25, 35, 55, 65, 75, 95, 105, 115, 125, 145, 155, 165, 175: Extended Listening or Reading Passage and Free Response</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170: Literature Highlights</p> <p>Weekly: Culture Videos</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 2: Cultures</p> <p><i>Gain knowledge of other cultures through the study of language</i></p> <p>Standard 2.1 Students demonstrate knowledge of social patterns and conventions and interact appropriately in cultural settings.</p> <p>Standard 2.2 Students demonstrate knowledge and understanding of significant components of the cultures being studied, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others.</p>	<p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people’s perspectives, practices and products are windows to their culture. • Language and culture are inseparable, like body and soul. • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • What is a culture? What is the connection between a people’s perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?
<p>Standard 3.1 9: Spanish Civil War</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170: Literature Highlights</p> <p>145: Los Incas</p> <p>173: Reading Comprehension</p>	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and gain access to information</i></p> <p>Standard 3.1 Students reinforce and broaden their knowledge of other disciplines through the</p>	<p>The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.</p>	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other

<p>178: Enhance Your Career</p> <p>Standard 3.2 9: Spanish Civil War</p> <p>42, 134: Culture Summary and Reflection</p> <p>20, 30, 40, 60, 70, 80, 110, 120, 130, 150, 160, 170: Literature Highlights</p> <p>145: Los Incas</p>	<p>target language.</p> <p>Standard 3.2 Students access information and cultural perspectives that are available through the target language via electronic or traditional means.</p>		<ul style="list-style-type: none"> • Learning another world language enables one to access information available only in that language. 	<p>content areas?</p> <ul style="list-style-type: none"> • Why is it important to access primary information?
<p>Standard 4.1 1: Don't Stress It! (A guide to Spanish accents)</p> <p>Weekly: Grammar Patterns</p> <p>Weekly: Reading Comprehension</p> <p>Standard 4.2 42, 134: Culture Summary and Reflection</p> <p>145: Los Incas</p> <p>Weekly: Culture Videos</p> <p>Weekly: Online synchronous Sessions</p>	<p>Goal 4: Comparisons</p> <p><i>Develop insight into the nature of language and culture</i></p> <p>Standard 4.1 Students learn that different languages use different ways to communicate and can apply this knowledge to their own language.</p> <p>Standard 4.2 Students learn that people of different cultures may think and act differently, and students can apply this knowledge to their own culture.</p>	<p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p>	<ul style="list-style-type: none"> • By learning another language individuals can better understand how both the native and other languages work. • By studying another culture, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. 	<ul style="list-style-type: none"> • Why do they say or write it that way? Why can't they say or write it our way? • How does studying another culture make an individual understand and appreciate his/her own? • In what way does the study of another language and culture develop an individual's critical thinking skills?
<p>Standard 5.1, 5.2 85: Spanish for Personal Enjoyment and Enrichment</p> <p>178: Enhance Your Career</p> <p>Weekly: Online Synchronous Sessions</p>	<p>Goal 5: Communities</p> <p><i>Participate in multilingual communities, the global society, and world market place</i></p> <p>Standard 5.1 Students</p>	<p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life?

	<p>use the language both within and beyond the school setting.</p> <p>Standard 5.2 Students use language for leisure and personal enrichment.</p>			<ul style="list-style-type: none">• What does it take to become a global citizen?
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course: Grade 8 Health Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Unit 1: Learning About Your Health	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.</p> <p>Analyze how the environment impacts personal health.</p> <p>Describe how family history can impact personal health.</p> <p>Explain how appropriate health care can promote personal health.</p> <p>Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>Examine the likelihood of injury or illness if engaging in unhealthy practices.</p> <p>Imagine how serious injury or</p>	Understanding Healthy Behaviors and Wellness	Functional knowledge of health concepts impacts health behavior. Health is influenced by multiple factors.	What is health? What prevents people from practicing healthy behaviors?

	<p>illness could be if engaging in unhealthy practices.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Examine how the family influences the health of adolescents.</p> <p>Describe the influence of culture on health beliefs and practices.</p> <p>Describe how peers influence healthy and unhealthy behaviors.</p>			
<p>Unit 2: Taking Responsibility for Your Health</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Explain how appropriate health care can promote personal health.</p> <p>Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Relate how personal values and beliefs influence</p>	<p>Taking Responsibility for Your Health and Setting Goals</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors.</p> <p>Effective communication protects and enhances health.</p> <p>Decision making is a process that impacts health.</p> <p>Goal setting enhances health outcomes.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>individual health practices.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Identify circumstances that can help or hinder healthy decision making.</p> <p>Determine when health-related situations require the application of a decision-making process.</p> <p>Distinguish when individual or collaborative decision making is appropriate.</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Predict the short-term impact of each alternative on self and others.</p>			
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	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Analyze the outcome(s) of a health-related decision.</p> <p>STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Assess personal health practices.</p> <p>Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>Apply strategies and skills needed to attain the personal health goal.</p> <p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Describe the importance of being responsible for personal health behaviors.</p>			
<p>Unit 3: Physical Activity and Fitness</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy</p>	<p>Understanding Good Choices with Physical Fitness and Other Behaviors</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>Examine the likelihood of injury or illness if engaging in unhealthy practices.</p> <p>Imagine how serious injury or illness could be if engaging in unhealthy practices.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Describe the influence of alcohol and other drug use on judgment and self control.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>STANDARD 6: Students will demonstrate the</p>		<p>multiple factors.</p> <p>Decision making is a process that impacts health.</p> <p>Goal setting enhances health outcomes.</p>	
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	<p>ability to use goal-setting skills to enhance health.</p> <p>Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>Apply strategies and skills needed to attain the personal health goal.</p>			
<p>Unit 4: Food and Nutrition</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Access valid health information from home, school, and community.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Identify circumstances that can help or hinder healthy decision making.</p>	<p>Importance of Making Healthy Choices</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Utilizing valid resources facilitates health.</p> <p>Decision making is a process that impacts health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p>			
<p>Unit 5: Personal Health and Consumer Choices</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Explain how appropriate health care can promote personal health.</p> <p>STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Analyze the validity of health information, products and services.</p> <p>Access valid health information from home, school, and community.</p> <p>Explore the accessibility of health services.</p> <p>Describe situations that may require professional health services.</p> <p>Locate valid and reliable health products and services.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal</p>	<p>Understanding the importance of Health Knowledge and Consumer Choices</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Utilizing valid resources facilitates health.</p> <p>Effective communication protects and enhances health.</p> <p>Decision making is a process that impacts health.</p> <p>Goal setting enhances health outcomes.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>communication skills to enhance health and avoid or reduce health risks</p> <p>Decide how to ask for assistance to enhance the health of self and others.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Identify circumstances that can help or hinder healthy decision making.</p> <p>STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Develop a goal to adopt, maintain, or improve a personal health practice.</p>			
<p>Unit 6: Growth and Development</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.</p>	<p>Understand the Relationship of Growth and Development</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>
<p>Unit 7: Mental and Emotional Health</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p>	<p>Understanding/Modeling Effective Emotional Health Skills</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Effective communication protects and enhances health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>Model effective conflict management or resolution strategies.</p> <p>Decide how to ask for assistance to enhance the health of self and others.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Describe the importance of being responsible for personal health behaviors.</p> <p>Model healthy practices that will maintain or improve the health of self and others.</p> <p>STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>		<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Advocacy is critical to personal, family and community health.</p>	
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	<p>Explain how to influence and support others in making positive health choices.</p>			
<p>Unit 8: Social Health: Family and Friends</p>	<p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Examine how the family influences the health of adolescents.</p> <p>Describe the influence of culture on health beliefs and practices.</p> <p>Describe how peers influence healthy and unhealthy behaviors.</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>Model effective conflict management or resolution</p>	<p>Understanding Effective Communication and Refusal Skills</p>	<p>Health is influenced by multiple factors.</p> <p>Effective communication protects and enhances health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

<p>Unit 9: Resolving Conflicts and Preventing Violence</p>	<p>strategies.</p> <p>STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Access valid health information from home, school, and community.</p> <p>Explore the accessibility of health services</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Apply effective verbal and nonverbal communication skills to enhance health</p> <p>Model effective conflict management or resolution strategies.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision</p>	<p>Resolving Conflicts and Understanding Advocacy</p>	<p>Utilizing valid resources facilitates health.</p> <p>Effective communication protects and enhances health.</p> <p>Decision making is a process that impacts health.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Advocacy is critical to personal, family and community health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>
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	<p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Evaluate practices to avoid or reduce health risks to self and others.</p> <p>STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Explain how to influence and support others in making positive health choices.</p> <p>Work cooperatively when advocating for healthy individuals, families, and schools.</p>			
<p>Unit 10: Tobacco</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Analyze how the environment impacts personal health</p> <p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Examine the likelihood of</p>	<p>Learning about/Refusal Skills of Unhealthy Practices</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Advocacy is critical to personal, family and community health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>injury or illness if engaging in unhealthy practices.</p> <p>Imagine how serious injury or illness could be if engaging in unhealthy practices.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Examine how the family influences the health of adolescents.</p> <p>Describe the influence of culture on health beliefs and practices.</p> <p>Describe how peers influence healthy and unhealthy behaviors.</p> <p>Describe the influence of alcohol and other drug use on judgment and self control.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Describe the importance of being responsible for personal health behaviors.</p> <p>Model healthy practices that will maintain or improve the health of self and others.</p>			
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	<p>STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Explain how to influence and support others in making positive health choices.</p>			
<p>Unit 11: Drugs and Alcohol</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Describe the influence of culture on health beliefs and practices.</p> <p>Describe how peers influence healthy and unhealthy behaviors.</p> <p>Relate how personal values and beliefs influence individual health practices.</p> <p>Describe the influence of alcohol and other drug use on</p>	<p>Learning about/Refusal Skills of Unhealthy Practices</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors.</p> <p>Effective communication protects and enhances health.</p> <p>Decision making is a process that impacts health.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>judgment and self control.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Determine when health-related situations require the application of a decision-making process.</p> <p>Distinguish when individual or collaborative decision making is appropriate.</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
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	<p>Describe the importance of being responsible for personal health behaviors.</p> <p>Model healthy practices that will maintain or improve the health of self and others.</p> <p>Evaluate practices to avoid or reduce health risks to self and others.</p>			
<p>Unit 12: Understanding Communicable Diseases</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health</p> <p>Analyze how the environment impacts personal health</p> <p>Describe ways to reduce or prevent injuries and adolescent health problems</p>	<p>Understanding Healthy Behaviors and Wellness</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>
<p>Unit 13: Non Communicable Diseases</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the relationship between healthy behaviors and personal health.</p> <p>Analyze how the environment</p>	<p>Understanding Healthy Behaviors and Wellness</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Utilizing valid resources facilitates health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>impacts personal health.</p> <p>Describe how family history can impact personal health.</p> <p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Explore the accessibility of health services</p>			
<p>Unit 14: Personal Safety and Injury Prevention</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze how the environment impacts personal health</p> <p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Explain how appropriate health care can promote personal health.</p> <p>Examine the likelihood of injury or illness if engaging in unhealthy practices.</p> <p>Imagine how serious injury or illness could be if engaging in unhealthy practices.</p>	<p>Understanding Safety and Injury Prevention</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Utilizing valid resources facilitates health.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Explore the accessibility of health services</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Evaluate practices to avoid or reduce health risks to self and others.</p>			
<p>Unit 15: The Environment and Your Health</p>	<p>STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze how the environment impacts personal health</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Describe the influence of culture on health beliefs and practices</p> <p>Analyze the influence of technology on personal and family health.</p>	<p>Understanding Environmental Health</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Describe the importance of being responsible for personal health behaviors.</p> <p>Model healthy practices that will maintain or improve the health of self and others</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 6 Physical Education Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Unit 1: Baseline Fitness Testing and Pedometer Use</p> <p>Unit 2: Pedometer Practice and Strength Training</p> <p>Unit 3: Ball-Handling Skills/Improving Strength and Flexibility</p> <p>Unit 4: Jumping Rope for Fitness Fun</p> <p>Unit 5: Locomotor Movements for Fitness Fun</p> <p>Unit 6: Heart Rate and Physical Activity</p> <p>Unit 7: Principles of Exercise and More Pedometer Activities</p> <p>Unit 8: Fitness Testing and Power Walking</p> <p>Unit 9: Playground Games</p> <p>Unit 10: Choice Week</p> <p>Unit 11: Soccer Skills/Strength Training</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Students will know: Mature movement forms & patterns.</p> <p>A variety of sports, dance, and outdoor activities</p> <p>The health-related components of fitness.</p> <p>Applying the FITT components to physical activity will increase an individual's fitness level</p> <p>That each individual participates at a level of skill that is challenging yet allows for success.</p> <p>Students will be able to: Perform basic sports skills (i.e. dribble, pass, shoot, serve, kick).</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>Design and perform aerobic activities (dance, fitness routine).</p> <p>Use and apply the FITT concepts in a variety of activities.</p>	<p>Regular participation in physical activity contributes to becoming fit for life.</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active.</p> <p>Physical fitness is essential to health throughout life.</p> <p>Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge and/or self-expression.</p> <p>There are personal and social behavioral expectations in physical activity settings.</p>	<p>What ways can I use physical activities throughout my life?</p> <p>What are the concepts, principles, strategies and tactics used in physical activity?</p> <p>How do you become fit for life?</p> <p>What are the interrelationships among health, fitness, physical education, and physical activity?</p> <p>What is the importance of being physically active?</p> <p>How does my health benefit from being physically fit?</p> <p>What is responsible social behavior?</p> <p>What makes physical activity meaningful?</p> <p>What are the personal and social behavioral expectations in physical activity settings?</p>

<p>Exercises</p> <p>Unit 12: More Jump Rope Fun</p> <p>Unit 13: Pedometer Power/New Strength Training Exercises</p> <p>Unit 14: Aerobic vs. Anaerobic Exercise</p> <p>Unit 15: Fitness Fun with Locomotor Movements</p> <p>Unit 16: Indoor Games</p> <p>Unit 17: Coordination, Strength, and Flexibility</p> <p>Unit 18: Jumping Rope for Fun and Fitness</p> <p>Unit 19: Choice Week</p> <p>Unit 20: Comparing Fitness Tests and Power Walking</p> <p>Unit 21: Stepping it up/Building Strength</p> <p>Unit 22: Aerobic and Anaerobic Exercise</p> <p>Unit 23: Fitness Fun</p> <p>Unit 24: Playing Games</p> <p>Unit 25: Practicing Soccer Skills/Strength Training</p> <p>Unit 26: Jumping Rope for Fitness</p>	<p>Transfer fundamental motor skills to a variety of activities safely.</p> <p>Recognize the difference in skill levels and participate accordingly.</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Students will know: Basic body mechanics and structure.</p> <p>When, why and how to use tactics and strategies within activities.</p> <p>Basic principles of training and how to use them to improve fitness.</p> <p>How to find resources related to movement concepts, principles, strategies and tactics.</p> <p>Differences in physical, social, emotional and gender development in middle school that affects learning and performance of physical activity.</p> <p>Students will be able to: Explain and utilize the FITT components.</p> <p>Access a variety of resources</p> <p>Choose an appropriate practice to master a specific skill.</p> <p>Create and design a new game that can be played fairly by all.</p>			
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<p>Unit 27: Choice Week</p> <p>Unit 28: More Fitness Testing and Power Walking</p> <p>Unit 29: Surpassing Your Best</p> <p>Unit 30: Anaerobic and Aerobic Exercises</p> <p>Unit 31: Fitness Fun and Movement</p> <p>Unit 32: Games</p> <p>Unit 33: Building Fitness Skills</p> <p>Unit 34: Fitness and Jumping Rope</p> <p>Unit 35: Choice Week</p> <p>Unit 36: Final Fitness Testing</p>	<p>Recognize, explain and apply development difference to movement activities.</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>STANDARD 3: Participates regularly in physical activity</p> <p>Students will know: How to define and set personal goals</p> <p>How to achieve and maintain healthy fitness zone</p> <p>How to choose appropriate practices</p> <p>Activity etiquette – sportsmanship, sharing, respect equipment/self/others, follow directions and rules, respecting difference</p> <p>Students will be able to: Identify strengths and weaknesses and create an action plan</p> <p>Monitor and document physical education/ physical activity involvement</p> <p>Come to class prepared to participate</p> <p>Participate fully in physical education class</p> <p>Improve personal effort/engagement/level of exertions during physical education class</p> <p>Demonstrate appropriate etiquette during all physical education activities</p> <p>Identify differences between personal motivation and peer pressure</p>			
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	<p>Choose activities consistent with interests and physical and mental development</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Students will know: Target heart range</p> <p>The 5 components of fitness</p> <p>The importance of a daily exercise plan</p> <p>Health benefits of physical activity</p> <p>Personal benefits of participation in physical activity</p> <p>The four training principles (FITT)</p> <p>Students will be able to: Calculate heart rate and determine if it is in the proper range</p> <p>Participate in activities designed to maintain each component of fitness</p> <p>Explain the benefits of and participate in daily exercise</p> <p>Self assess fitness level</p> <p>Explore and apply the training principles within the context of PE class</p> <p>Logically sequence planned activities to obtain optimal health benefits</p> <p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>			
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	<p>Students will know: Rules and sport specific etiquette</p> <p>The importance of being open to ability levels</p> <p>The importance of honest self evaluation</p> <p>The importance and value of self control</p> <p>Basic leadership skills</p> <p>How to resolve conflicts</p> <p>Students will be able to: Play safely within the rules of an activity</p> <p>Recognize and work with the diverse levels of ability within a variety of physical activities</p> <p>Exhibit self control in a variety of activities (sport/game)</p> <p>Lead a small and large group activity (with teacher assistance)</p> <p>Create and use multiple ways (strategies) for solving differences/disagreements</p> <p>STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity</p> <p>Students will know: Their personal likes and dislikes</p> <p>Their level of skill and enjoyment in</p>			
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	<p>various physical activities</p> <p>Physical activity can be enjoyed when done individually and with others</p> <p>How physical activity contributes to the quality of their life (social, emotional and physical well being)</p> <p>Physical activity offers opportunities for self- expression</p> <p>Students will be able to: Identify their likes and dislikes of a variety of physical activities, including reasons for each</p> <p>Explain their skill level for variety of physical activities, including reasons for each and does the skill level impact their value of that activity</p> <p>Discuss or describe how physical activity enhances their quality of life</p> <p>Exhibit unique self-expression through physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout a life span</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 7 Physical Education Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Unit 1: Baseline Fitness Testing and Pedometer Use</p> <p>Unit 2: Pedometer Practice and Strength Training</p> <p>Unit 3: Ball-Handling Skills/Improving Strength and Flexibility</p> <p>Unit 4: Jumping Rope for Fitness Fun</p> <p>Unit 5: Locomotor Movements for Fitness Fun</p> <p>Unit 6: Heart Rate and Physical Activity</p> <p>Unit 7: Principles of Exercise and More Pedometer Activities</p> <p>Unit 8: Fitness Testing and Power Walking</p> <p>Unit 9: Playground Games</p> <p>Unit 10: Choice Week</p> <p>Unit 11: Soccer Skills/Strength Training</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Students will know: Mature movement forms & patterns.</p> <p>A variety of sports, dance, and outdoor activities</p> <p>The health-related components of fitness.</p> <p>Applying the FITT components to physical activity will increase an individual's fitness level</p> <p>That each individual participates at a level of skill that is challenging yet allows for success.</p> <p>Students will be able to: Perform basic sports skills (i.e. dribble, pass, shoot, serve, kick).</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>Design and perform aerobic activities (dance, fitness routine).</p> <p>Use and apply the FITT concepts in a variety of activities.</p>	<p>Regular participation in physical activity contributes to becoming fit for life.</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active.</p> <p>Physical fitness is essential to health throughout life.</p> <p>Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge and/or self-expression.</p> <p>There are personal and social behavioral expectations in physical activity settings.</p>	<p>What ways can I use physical activities throughout my life?</p> <p>What are the concepts, principles, strategies and tactics used in physical activity?</p> <p>How do you become fit for life?</p> <p>What are the interrelationships among health, fitness, physical education, and physical activity?</p> <p>What is the importance of being physically active?</p> <p>How does my health benefit from being physically fit?</p> <p>What is responsible social behavior?</p> <p>What makes physical activity meaningful?</p> <p>What are the personal and social behavioral expectations in physical activity settings?</p>

<p>Exercises</p> <p>Unit 12: More Jump Rope Fun</p> <p>Unit 13: Pedometer Power/New Strength Training Exercises</p> <p>Unit 14: Aerobic vs. Anaerobic Exercise</p> <p>Unit 15: Fitness Fun with Locomotor Movements</p> <p>Unit 16: Indoor Games</p> <p>Unit 17: Coordination, Strength, and Flexibility</p> <p>Unit 18: Jumping Rope for Fun and Fitness</p> <p>Unit 19: Choice Week</p> <p>Unit 20: Comparing Fitness Tests and Power Walking</p> <p>Unit 21: Stepping it up/Building Strength</p> <p>Unit 22: Aerobic and Anaerobic Exercise</p> <p>Unit 23: Fitness Fun</p> <p>Unit 24: Playing Games</p> <p>Unit 25: Practicing Soccer Skills/Strength Training</p> <p>Unit 26: Jumping Rope for Fitness</p>	<p>Transfer fundamental motor skills to a variety of activities safely.</p> <p>Recognize the difference in skill levels and participate accordingly.</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Students will know: Basic body mechanics and structure.</p> <p>When, why and how to use tactics and strategies within activities.</p> <p>Basic principles of training and how to use them to improve fitness.</p> <p>How to find resources related to movement concepts, principles, strategies and tactics.</p> <p>Differences in physical, social, emotional and gender development in middle school that affects learning and performance of physical activity.</p> <p>Students will be able to: Explain and utilize the FITT components.</p> <p>Access a variety of resources</p> <p>Choose an appropriate practice to master a specific skill.</p> <p>Create and design a new game that can be played fairly by all.</p>			
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<p>Unit 27: Choice Week</p> <p>Unit 28: More Fitness Testing and Power Walking</p> <p>Unit 29: Surpassing Your Best</p> <p>Unit 30: Anaerobic and Aerobic Exercises</p> <p>Unit 31: Fitness Fun and Movement</p> <p>Unit 32: Games</p> <p>Unit 33: Building Fitness Skills</p> <p>Unit 34: Fitness and Jumping Rope</p> <p>Unit 35: Choice Week</p> <p>Unit 36: Final Fitness Testing</p>	<p>Recognize, explain and apply development difference to movement activities.</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>STANDARD 3: Participates regularly in physical activity</p> <p>Students will know: How to define and set personal goals</p> <p>How to achieve and maintain healthy fitness zone</p> <p>How to choose appropriate practices</p> <p>Activity etiquette – sportsmanship, sharing, respect equipment/self/others, follow directions and rules, respecting difference</p> <p>Students will be able to: Identify strengths and weaknesses and create an action plan</p> <p>Monitor and document physical education/ physical activity involvement</p> <p>Come to class prepared to participate</p> <p>Participate fully in physical education class</p> <p>Improve personal effort/engagement/level of exertions during physical education class</p> <p>Demonstrate appropriate etiquette during all physical education activities</p> <p>Identify differences between personal motivation and peer pressure</p>			
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	<p>Choose activities consistent with interests and physical and mental development</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Students will know: Target heart range</p> <p>The 5 components of fitness</p> <p>The importance of a daily exercise plan</p> <p>Health benefits of physical activity</p> <p>Personal benefits of participation in physical activity</p> <p>The four training principles (FITT)</p> <p>Students will be able to: Calculate heart rate and determine if it is in the proper range</p> <p>Participate in activities designed to maintain each component of fitness</p> <p>Explain the benefits of and participate in daily exercise</p> <p>Self assess fitness level</p> <p>Explore and apply the training principles within the context of PE class</p> <p>Logically sequence planned activities to obtain optimal health benefits</p> <p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>			
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	<p>Students will know: Rules and sport specific etiquette</p> <p>The importance of being open to ability levels</p> <p>The importance of honest self evaluation</p> <p>The importance and value of self control</p> <p>Basic leadership skills</p> <p>How to resolve conflicts</p> <p>Students will be able to: Play safely within the rules of an activity</p> <p>Recognize and work with the diverse levels of ability within a variety of physical activities</p> <p>Exhibit self control in a variety of activities (sport/game)</p> <p>Lead a small and large group activity (with teacher assistance)</p> <p>Create and use multiple ways (strategies) for solving differences/disagreements</p> <p>STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity</p> <p>Students will know: Their personal likes and dislikes</p> <p>Their level of skill and enjoyment in</p>			
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	<p>various physical activities</p> <p>Physical activity can be enjoyed when done individually and with others</p> <p>How physical activity contributes to the quality of their life (social, emotional and physical well being)</p> <p>Physical activity offers opportunities for self- expression</p> <p>Students will be able to: Identify their likes and dislikes of a variety of physical activities, including reasons for each</p> <p>Explain their skill level for variety of physical activities, including reasons for each and does the skill level impact their value of that activity</p> <p>Discuss or describe how physical activity enhances their quality of life</p> <p>Exhibit unique self-expression through physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout a life span</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Grade 8 Physical Education Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Unit 1: Baseline Fitness Testing and Pedometer Use</p> <p>Unit 2: Pedometer 101 and Strength Training</p> <p>Unit 3: Heart Rate and the Importance of Physical Activities</p> <p>Unit 4: Cardio: Jumping Rope</p> <p>Unit 5: Focus on Flexibility</p> <p>Unit 6: Ball-Handling Skills: Improving Strength and Flexibility</p> <p>Unit 7: Strength Training Basics</p> <p>Unit 8: Fitness Testing and Power Walking</p> <p>Unit 9: Principles of Exercise and Pedometer Activities</p> <p>Unit 10: Locomotor Movements: Building Blocks</p> <p>Unit 11: Choice Week</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Students will know: Mature movement forms & patterns.</p> <p>A variety of sports, dance, and outdoor activities</p> <p>The health-related components of fitness.</p> <p>Applying the FITT components to physical activity will increase an individual's fitness level</p> <p>That each individual participates at a level of skill that is challenging yet allows for success.</p> <p>Students will be able to: Perform basic sports skills (i.e. dribble, pass, shoot, serve, kick).</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>Design and perform aerobic activities (dance, fitness routine).</p> <p>Use and apply the FITT concepts in a variety of activities.</p>	<p>Regular participation in physical activity contributes to becoming fit for life.</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>Movement concepts, principles, strategies and tactics are used in physical activities.</p> <p>We need to be physically active.</p> <p>Physical fitness is essential to health throughout life.</p> <p>Physical activity provides a variety of opportunity for enjoyment, social interaction, challenge and/or self-expression.</p> <p>There are personal and social behavioral expectations in physical activity settings.</p>	<p>What ways can I use physical activities throughout my life?</p> <p>What are the concepts, principles, strategies and tactics used in physical activity?</p> <p>How do you become fit for life?</p> <p>What are the interrelationships among health, fitness, physical education, and physical activity?</p> <p>What is the importance of being physically active?</p> <p>How does my health benefit from being physically fit?</p> <p>What is responsible social behavior?</p> <p>What makes physical activity meaningful?</p> <p>What are the personal and social behavioral expectations in physical activity settings?</p>

<p>Unit 12: New Jump Rope Skills</p>	<p>Transfer fundamental motor skills to a variety of activities safely.</p>			
<p>Unit 13: Aerobic and Anaerobic Exercise</p>	<p>Recognize the difference in skill levels and participate accordingly.</p>			
<p>Unit 14: Aerobic vs. Anaerobic Exercise</p>	<p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p>			
<p>Unit 15: Stretching for Flexibility</p>				
<p>Unit 16: Games – Indoors and Out</p>				
<p>Unit 17: Strength Training</p>	<p>Students will know: Basic body mechanics and structure.</p>			
<p>Unit 18: Coordination, Strength, and Flexibility Through Basketball</p>	<p>When, why and how to use tactics and strategies within activities.</p>			
<p>Unit 19: Pedometer Power</p>	<p>Basic principles of training and how to use them to improve fitness.</p>			
<p>Unit 20: Jumping Rope for Strength and Endurance</p>	<p>How to find resources related to movement concepts, principles, strategies and tactics.</p>			
<p>Unit 21: More Locomotor Movement</p>	<p>Differences in physical, social, emotional and gender development in middle school that affects learning and performance of physical activity.</p>			
<p>Unit 22: Choice Week</p>				
<p>Unit 23: Aerobic and Anaerobic Exercise</p>	<p>Students will be able to: Explain and utilize the FITT components.</p>			
<p>Unit 24: Strength Training</p>	<p>Access a variety of resources</p>			
<p>Unit 25: Fitness Training</p>	<p>Choose an appropriate practice to master a specific skill.</p>			
<p>Unit 26: Soccer Skills and Strength Training</p>	<p>Create and design a new game that can be played fairly by all.</p>			

<p>Unit 27: Stretching for Flexibility</p> <p>Unit 28: Stepping it Up: Pedometer Practice</p> <p>Unit 29: Jumping Rope for Fitness</p> <p>Unit 30: Strength Training</p> <p>Unit 31: More Games: Indoors and Out</p> <p>Unit 32: Surpassing Your Best</p> <p>Unit 33: Choice Week</p> <p>Unit 34: Aerobic and Anaerobic Exercise</p> <p>Unit 35: Ball-Handling: Improving Soccer Skills</p> <p>Unit 36: Comparing Fitness Tests and Power Walking</p>	<p>Recognize, explain and apply development difference to movement activities.</p> <p>Perform basic tactics of sports activities (risks, strategies, positioning).</p> <p>STANDARD 3: Participates regularly in physical activity</p> <p>Students will know: How to define and set personal goals</p> <p>How to achieve and maintain healthy fitness zone</p> <p>How to choose appropriate practices</p> <p>Activity etiquette – sportsmanship, sharing, respect equipment/self/others, follow directions and rules, respecting difference</p> <p>Students will be able to: Identify strengths and weaknesses and create an action plan</p> <p>Monitor and document physical education/ physical activity involvement</p> <p>Come to class prepared to participate</p> <p>Participate fully in physical education class</p> <p>Improve personal effort/engagement/level of exertions during physical education class</p> <p>Demonstrate appropriate etiquette during all physical education activities</p> <p>Identify differences between personal motivation and peer pressure</p>			
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	<p>Choose activities consistent with interests and physical and mental development</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Students will know: Target heart range</p> <p>The 5 components of fitness</p> <p>The importance of a daily exercise plan</p> <p>Health benefits of physical activity</p> <p>Personal benefits of participation in physical activity</p> <p>The four training principles (FITT)</p> <p>Students will be able to: Calculate heart rate and determine if it is in the proper range</p> <p>Participate in activities designed to maintain each component of fitness</p> <p>Explain the benefits of and participate in daily exercise</p> <p>Self assess fitness level</p> <p>Explore and apply the training principles within the context of PE class</p> <p>Logically sequence planned activities to obtain optimal health benefits</p> <p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p>			
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	<p>Students will know: Rules and sport specific etiquette</p> <p>The importance of being open to ability levels</p> <p>The importance of honest self evaluation</p> <p>The importance and value of self control</p> <p>Basic leadership skills</p> <p>How to resolve conflicts</p> <p>Students will be able to: Play safely within the rules of an activity</p> <p>Recognize and work with the diverse levels of ability within a variety of physical activities</p> <p>Exhibit self control in a variety of activities (sport/game)</p> <p>Lead a small and large group activity (with teacher assistance)</p> <p>Create and use multiple ways (strategies) for solving differences/disagreements</p> <p>STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity</p> <p>Students will know: Their personal likes and dislikes</p> <p>Their level of skill and enjoyment in</p>			
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	<p>various physical activities</p> <p>Physical activity can be enjoyed when done individually and with others</p> <p>How physical activity contributes to the quality of their life (social, emotional and physical well being)</p> <p>Physical activity offers opportunities for self- expression</p> <p>Students will be able to: Identify their likes and dislikes of a variety of physical activities, including reasons for each</p> <p>Explain their skill level for variety of physical activities, including reasons for each and does the skill level impact their value of that activity</p> <p>Discuss or describe how physical activity enhances their quality of life</p> <p>Exhibit unique self-expression through physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout physical activity</p> <p>Develop a comprehensive list of physical activities that can be enjoyed throughout a life span</p>			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course Health 9-12 Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Unit 1: Building Skills for Health	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.1 Predict how healthy behaviors impact health status.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior.</p> <p>2.3 Consider how peers influence healthy and unhealthy behaviors</p> <p>2.1 Analyze how the family influences the health of individuals.</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.1 Evaluate the validity of health information, products</p>	Health Skills	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors.</p> <p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Advocacy is critical to personal, family and community health.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>and services.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health</p> <p>4.2 Differentiate between refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.3 Generate alternatives to health-related issues or problems.</p> <p>5.6 Evaluate the effectiveness of health-related decisions.</p> <p>Standard 6: Students will demonstrate the ability to</p>			
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	<p>use goal setting skills to enhance health.</p> <p>6.4 Formulate an effective long-term personal health plan.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p> <p>7.3 Advocate for practices to avoid or reduce health risks to self and others.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>8.3 Assume the role of an advocate for improving personal, family and community health</p>			
<p>Unit 2: Thoughts and Feelings</p>	<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior.</p> <p>2.3 Consider how peers influence healthy and unhealthy behaviors.</p>	<p>Communication and Support</p>	<p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>Standard 3 Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.2 Utilize resources from home, school and community that provide valid health information</p> <p>3.4 Determine when professional health services may be required</p> <p>3.5 Access valid and reliable school and community health services.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health</p> <p>4.2 Differentiate between refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.4. Demonstrate how to ask for and offer assistance to</p>		<p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Health is influenced by multiple factors</p>	
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	<p>enhance the health of self and others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p>			
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<p>Unit 3: You Are What You Eat</p>	<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior.</p> <p>2.2 Analyze how culture supports and challenges health beliefs and practices</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.1 Evaluate the validity of health information, products and services</p> <p>3.2 Utilize resources from home, school and community that provide valid health information</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making</p> <p>5.3 Generate alternatives to health-related issues or problems</p> <p>5.5 Defend the healthy</p>	<p>Evaluation of healthy eating practices.</p>	<p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Functional knowledge of health concepts impacts health behavior.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>
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	<p>choice when making decisions</p> <p>5.6 Evaluate the effectiveness of health-related decisions.</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>6.1 Assess personal health practices and overall health status.</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Exhibit individual responsibility for enhancing personal health</p>			
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<p>Unit 4: Physical Activity</p>	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.1 Predict how healthy behaviors impact health status.</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior</p> <p>2.4 Evaluate the effect of media on personal and family health.</p> <p>2.7 Self assess personal values and beliefs on individual health practices.</p> <p>Standard 3: Students will demonstrate the ability to access information,</p>	<p>Evaluation of physical fitness practices/services and goals</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Functional knowledge of health concepts impacts health behavior.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>
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	<p>products and services to enhance health.</p> <p>3.1 Evaluate the validity of health information, products and services.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>5.3 Generate alternatives to health-related issues or problems</p> <p>5.4 Predict short and long-term impact of each alternative on self and others</p> <p>5.6 Evaluate the effectiveness of health-related decisions</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>6.1 Assess personal health practices and overall health status.</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>			
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	<p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>6.4 Formulate an effective long-term personal health plan.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p>			
<p>Unit 5: Alcohol, Tobacco, and Other Drugs</p>	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.1 Predict how healthy behaviors impact health status.</p> <p>1.5 Propose ways to reduce or prevent injuries and health problems</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors</p>	<p>Influences and Decision Making Skills</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Advocacy is critical to</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy practices.</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior</p> <p>2.2 Analyze how culture supports and challenges health beliefs and practices</p> <p>2.3 Consider how peers influence healthy and unhealthy behaviors</p> <p>2.4 Evaluate the effect of media on personal and family health.</p> <p>2.7 Self assess personal values and beliefs on individual health practices.</p> <p>2.8 Explain the influence of alcohol and other drug use on individual and group behavior.</p>		<p>personal, family and community health</p> <p>Functional knowledge of health concepts impacts health behavior.</p>	
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	<p>2.9 Analyze how public health policies and government regulations influence health promotion and disease prevention.</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.1 Evaluate the validity of health information, products and services.</p> <p>3.2 Utilize resources from home, school and community that provide valid health information.</p> <p>3.4 Determine when professional health services may be required.</p> <p>3.5 Access valid and reliable school and community health services.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal</p>			
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	<p>conflicts without harming self or others.</p> <p>4.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>5.2 Justify when individual or collaborative decision making is appropriate.</p> <p>5.3 Generate alternatives to health-related issues or problems.</p> <p>5.4 Predict short and long-term impact of each alternative on self and others.</p> <p>5.5 Defend the healthy choice when making decisions.</p> <p>5.6 Evaluate the effectiveness of health-related decisions.</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to</p>			
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	<p>enhance health</p> <p>6.1 Assess personal health practices and overall health status.</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>6.4 Formulate an effective long-term personal health plan.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p> <p>7.3 Advocate for practices to avoid or reduce health risks to self and others.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>			
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	<p>8.1 Design accurate peer and societal norms to formulate a health-enhancing message.</p> <p>8.2 Invent ways to influence and support others in making positive health choices.</p> <p>8.3 Assume the role of an advocate for improving personal, family and community health.</p> <p>8.4 Present health messages and communication techniques to a specific target audience.</p>			
<p>Unit 6: Injury Prevention and Safety</p>	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.5 Propose ways to reduce or prevent injuries and health problems</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy</p>	<p>Prevention</p>	<p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Functional knowledge of health concepts impacts health behavior.</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>practices.</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.2 Utilize resources from home, school and community that provide valid health information.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.4. Demonstrate how to ask for and offer assistance</p>			
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	<p>to enhance the health of self and others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.6 Evaluate the effectiveness of health-related decisions</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p>			
<p>Unit 7: Social and Sexual Health</p>	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.1 Predict how healthy behaviors impact health status</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.8 Analyze personal susceptibility to injury, illness or death if</p>	<p>Understanding Risks and Prevention</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>engaging in unhealthy practices.</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior</p> <p>2.1 Analyze how the family influences the health of individuals</p> <p>2.3 Consider how peers influence healthy and unhealthy behaviors</p> <p>2.6 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.7 Self assess personal values and beliefs on individual health practices.</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.2 Utilize resources from</p>		<p>Advocacy is critical to personal, family and community health</p> <p>Functional knowledge of health concepts impacts health behavior</p>	
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	<p>home, school and community that provide valid health information</p> <p>3.4 Determine when professional health services may be required.</p> <p>3.5 Access valid and reliable school and community health services.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.2 Differentiate between refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.4. Demonstrate how to ask for and offer assistance</p>			
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	<p>to enhance the health of self and others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>5.2 Justify when individual or collaborative decision making is appropriate.</p> <p>5.3 Generate alternatives to health-related issues or problems.</p> <p>5.4 Predict short and long-term impact of each alternative on self and others.</p> <p>5.5 Defend the healthy choice when making decisions.</p> <p>5.6 Evaluate the effectiveness of health-related decisions</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>			
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	<p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p> <p>7.1 Exhibit individual responsibility for enhancing personal health</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health</p> <p>8.2 Invent ways to influence and support others in making positive health choices</p>			
<p>Unit 8: Personal, Community, and Environmental Health</p>	<p>Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>1.1 Predict how healthy behaviors impact health status.</p> <p>1.2 Analyze the interrelationship of intellectual, emotional, social, and physical</p>	<p>Prevention and Using Resources</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p>	<p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>

	<p>health.</p> <p>1.3 Analyze how environment and personal health are interrelated.</p> <p>1.4 Analyze how genetics and family history can impact personal health.</p> <p>1.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.6 Analyze the relationship between access to health care and health status.</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy practices.</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health</p>		<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Advocacy is critical to personal, family and community health</p>	
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	<p>behavior</p> <p>2.1 Analyze how the family influences the health of individuals.</p> <p>2.2 Analyze how culture supports and challenges health beliefs and practices.</p> <p>2.9 Analyze how public health policies and government regulations influence health promotion and disease prevention.</p> <p>Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>3.2 Utilize resources from home, school and community that provide valid health information.</p> <p>3.3 Compare the accessibility of health products and services.</p> <p>3.4 Determine when professional health services may be required.</p> <p>3.5 Access valid and reliable school and community health services.</p>			
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	<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>5.6 Evaluate the effectiveness of health-related decisions.</p> <p>Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health</p> <p>6.1 Assess personal health practices and overall health status.</p> <p>6.2 Develop a plan to attain a personal health goal that addresses strengths,</p>			
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	<p>needs, and risks.</p> <p>6.3 Implement strategies and monitor progress in achieving the personal health goal.</p> <p>6.4 Formulate an effective long-term personal health plan.</p> <p>Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p> <p>7.1 Exhibit individual responsibility for enhancing personal health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health</p> <p>8.1 Design accurate peer and societal norms to formulate a health-enhancing message.</p> <p>8.2 Invent ways to influence and support others in making positive health choices.</p> <p>8.3 Assume the role of an advocate for improving</p>			
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	<p>personal, family and community health.</p> <p>8.4 Present health messages and communication techniques to a specific target audience.</p>			
Unit 9: Semester Overview		<i>Semester Review</i>		

Curriculum Scope & Sequence

School Moyer Academy Grade or Course OTH020 Physical Education Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>Unit 1: Health Benefits of Physical Fitness</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>The health-related components of fitness.</p> <p>A variety of sports, dance, and outdoor activities.</p> <p>STANDARD 3: Participates regularly in physical activity</p> <p>Identify activities for personal enjoyment</p> <p>Maintain/create activity log</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Implications of maintaining a healthy lifestyle</p> <p>Link physical activity with health related component of fitness</p>	<p>Benefits of a healthy lifestyle</p>	<p>Physical activity involves using movement and motor skills throughout your life.</p> <p>Everybody needs to be physically active to enjoy good health</p> <p>Physical fitness contributes to quality of life.</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>What can I do to be physically active throughout my life?</p> <p>How can I include physical fitness in my life?</p>

<p>Unit 2: Create Your Physical Fitness Plan</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Design an appropriate practice plan for a variety of motor skills.</p> <p>Personalize the Health Related Components as they apply to helping one become fit for life.</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Components of a personal conditioning program.</p> <p>Plan personal conditioning program.</p> <p>Develop realistic short and long term fitness goals.</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Components of a personal fitness plan (know and understand the relationship between long and short-term plans)</p> <p>Apply knowledge, components</p>	<p>Fitness Goals</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>How to apply specific movement concepts, principles, strategies and tactics to variety of physical activities.</p> <p>Physical fitness contributes to quality of life.</p> <p>Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>What concepts, principles, strategies and tactics apply to specific physical activities?</p> <p>How can I include physical fitness in my life?</p> <p>What personal meaning do I find through participation in physical activity?</p>
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	<p>and self-assessment to a personal fitness plan</p> <p>STANDARD 6: Creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity</p> <p>How to set personal goals</p>			
<p>Unit 3: Cardiovascular and Respiratory Health</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>The health-related components of fitness.</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Assess and adjust their heart rate during various levels of activity</p> <p>Recognize factors influencing their health-related Fitness</p> <p>Link physical activity with health related component of Fitness</p>	<p>Benefits of Exercise to Cardiovascular Health</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>Physical fitness contributes to quality of life.</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>How can I include physical fitness in my life?</p> <p>How do unhealthy choices (smoking, drugs) affect my body and overall health?</p>
<p>Unit 4: Muscle Strength, Endurance, and Flexibility</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Mature movement forms &</p>	<p>Proper Training Principles</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>How to apply specific movement concepts, principles, strategies and tactics to a variety of physical</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>What concepts, principles, strategies and tactics apply to specific physical activities?</p>

	<p>patterns.</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Biomechanical principles related to movement.</p> <p>Know that practice can be modified to specific areas of need.</p> <p>STANDARD 3: Participates regularly in physical activity</p> <p>Know the principles of training</p> <p>Know how to monitor or adapt activities that are right for me</p> <p>The benefits of different intensity levels</p> <p>Apply training principles for self improvement</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Components of principles and health-related fitness</p> <p>Fitness levels will improve through proper application</p>		<p>activities.</p> <p>Everybody needs to be physically active to enjoy good health.</p> <p>Physical fitness contributes to quality of life.</p>	<p>What can I do to be physically active throughout my life?</p> <p>How can I include physical fitness in my life?</p>
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	<p>of the training principles</p> <p>Recognize factors influencing their health-related fitness</p> <p>Link physical activity with health related component of fitness</p>			
<p>Unit 5: Nutrition and Hydration</p>	<p>HEALTH STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Predict how healthy behaviors impact health status.</p> <p>HEALTH STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Analyze how culture supports and challenges health beliefs and practices</p> <p>Evaluate the effect of media on personal and family health.</p> <p>HEALTH STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Evaluate the validity of health information, products and services.</p> <p>Utilize resources from home,</p>	<p>Evaluating and Practicing Healthy Nutrition</p>	<p>Functional knowledge of health concepts impacts healthy behaviors</p> <p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p>	<p>What is health? What prevents people from practicing healthy behaviors?</p> <p>How do my food choices affect my overall health?</p> <p>How can learning to make healthy food choices improve my quality of life?</p>

	<p>school and community that provide valid health information.</p> <p>Compare the accessibility of health products and services.</p> <p>HEALTH STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Examine barriers that can hinder healthy decision making.</p> <p>HEALTH STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Implement strategies and monitor progress in achieving the personal health goal.</p> <p>HEALTH STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Exhibit individual responsibility for enhancing personal health.</p>			
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<p>Unit 6: Safety and Treating Sports Injuries</p>	<p>HEALTH STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Propose ways to reduce or prevent injuries and health problems.</p> <p>Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p> <p>HEALTH STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Determine when professional health services may be required.</p>	<p>Practicing Fitness Safety and Utilizing Health Services</p>	<p>Functional knowledge of health concepts impacts healthy behavior</p> <p>Utilizing valid resources facilitates health</p>	<p>What is health? What prevents people from practicing healthy behaviors?</p> <p>How can injuries affect my overall health? How can I learn to avoid sports injuries?</p>
<p>Unit 7: Judging Media Images and Marketing Claims</p>	<p>HEALTH STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p> <p>HEALTH STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Analyze how culture supports and challenges health beliefs and practices.</p>	<p>Evaluating Media and Marketing Claims for Overall Health</p>	<p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Advocacy is critical to personal, family and community health</p>	<p>What is health? What prevents people from practicing healthy behaviors?</p> <p>How does the media contribute to portraying/promoting unhealthy behaviors?</p> <p>How can becoming a discerning critic of media improve my health and lifestyle choices?</p>

	<p>Evaluate the effect of media on personal and family health.</p> <p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HEALTH STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Evaluate the validity of health information, products and services.</p> <p>Utilize resources from home, school and community that provide valid health information.</p> <p>Compare the accessibility of health products and services</p> <p>HEALTH STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Examine barriers that can hinder healthy decision making.</p> <p>Defend the healthy choice when making decisions.</p> <p>Evaluate the effectiveness of health-related decisions.</p> <p>HEALTH STANDARD 7:</p>			
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	<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Compare and contrast a variety of health practices that will maintain or improve the health of self and others.</p> <p>Advocate for practices to avoid or reduce health risks to self and others.</p> <p>HEALTH STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Invent ways to influence and support others in making positive health choices.</p> <p>Assume the role of an advocate for improving personal, family and community health.</p>			
<p>Unit 8: Selection and Maintenance of Fitness Equipment</p>	<p>HEALTH STANDARD 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p>Propose ways to reduce or prevent injuries and health problems.</p> <p>Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p>	<p>Evaluating and Selecting Safe Fitness Equipment</p>	<p>Functional knowledge of health concepts impacts healthy behavior.</p> <p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p>	<p>What is health? What prevents people from practicing healthy behaviors? What types of fitness equipment best lead to improved overall health?</p> <p>How can I maintain my physical fitness equipment to ensure my safety?</p>

	<p>HEALTH STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Evaluate the effect of media on personal and family health.</p> <p>HEALTH STANDARD 3: Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Evaluate the validity of health information, products and services</p> <p>Compare the accessibility of health products and services.</p> <p>HEALTH STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Defend the healthy choice when making decisions</p>			
<p>Unit 9: Self-Assess and Revise Your Physical Fitness Plan</p>	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Design an appropriate practice plan for a variety of motor skills.</p> <p>Personalize the Health Related Components as they apply to</p>	<p>Mid Year Assessment of Goals</p>	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>How to apply specific movement concepts, principles, strategies and tactics to a variety of physical activities.</p> <p>Physical fitness contributes to quality of life.</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>What concepts, principles, strategies and tactics apply to specific physical activities?</p> <p>How can I include physical fitness in my life?</p>

	<p>helping one become fit for life.</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Components of a personal conditioning program.</p> <p>Know that practice can be modified to specific areas of need.</p> <p>Plan personal conditioning program.</p> <p>Develop realistic short and long term fitness goals.</p> <p>Practice to improve.</p> <p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>Components of a personal fitness plan (know and understand the relationship between long and shortterm plans)</p> <p>Interpret and utilize the results of the self assessment</p> <p>Self assess their personal fitness levels</p> <p>Apply knowledge, components</p>			
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	and self-assessment to a personal fitness plan			
Unit 10: Individual Physical Activities/Sports	<p>STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>A variety of sports, dance, and outdoor activities.</p> <p>Recognize the difference in skill levels and participate accordingly.</p> <p>Refine sports skills and movement concepts to focus on a specific sport</p> <p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Know that practice can be modified to specific areas of need.</p> <p>Break down a game into its tactical, strategic and skill components.</p> <p>Apply concepts to personal activities and authentic games to ensure safety</p> <p>Practice to improve.</p> <p>STANDARD 6: Creates</p>	Understand Concept of Individual Sports	<p>Physical Activity involves using movement and motor skills throughout your life.</p> <p>How to apply specific movement concepts, principles, strategies and tactics to a variety of physical activities.</p> <p>Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>How do I make motor skills and physical activity an integral part of my life?</p> <p>What concepts, principles, strategies and tactics apply to specific physical activities?</p> <p>What personal meaning do I find through participation in physical activity?</p>

	<p>opportunities for health, enjoyment, challenge, self-expression and/or social interaction through physical activity</p> <p>Self rewards that come from participating in physical Activity</p> <p>Self expression through the use of physical activity</p> <p>Reflect on choices of physical activity</p> <p>Create and determine physical activity opportunities for self fulfillment</p> <p>Demonstrate self expression through physical activity</p> <p>Adapt physical activity choices based on life circumstances</p>			
<p>Unit 11: Team Sports and Competitive Activities</p>	<p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>The interpretation of rules for games/activities</p> <p>How to resolve conflict</p> <p>Personally enjoy activities</p> <p>How to advance leadership skills</p> <p>Know the importance of self control</p> <p>How to safely participate in</p>	<p>Understand Concept of Team/Group Sports</p>	<p>There are personal & social behavioral expectations in physical activity settings.</p>	<p>What are the personal & social behavioral expectations in physical settings?</p> <p>How does learning to be a good team player affect other areas of my life?</p> <p>How can my effective participation in team sports benefit others?</p> <p>How can learning effective leadership skills in sports transfer to other areas of my life?</p>

	<p>physical activity</p> <p>Assume the role of an official/referee during an activity</p> <p>Resolve conflicts during activities</p> <p>Select and perform a variety of activities</p> <p>Demonstrate/Participate leadership – in a game, as an official, as a coach, as a teacher, in creating a new game</p> <p>Sport specific etiquette variety of physical activities</p> <p>Create and identify a physically safe environment</p> <p>Demonstrate (sport) etiquette in a variety of physical activity settings</p>			
Unit 12: Rules and Strategies	<p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity Settings</p> <p>The interpretation of rules for games/activities</p> <p>Sport specific etiquette</p>	Understanding Rules and Game Strategies	There are personal & social behavioral expectations in physical activity settings.	What are the personal & social behavioral expectations in physical settings?
Unit 13: Personal and Social Behavior	<p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity Settings</p>	How to Follow Rules and Show good Sportsmanship	There are responsible personal & social behavioral expectations in physical activity settings that contribute to the outcome of the game.	What are the important personal & social behavioral expectations in physical activity settings?

	<p>The interpretation of rules for games/activities</p> <p>How to resolve conflict</p> <p>Know the importance of self control</p> <p>How to safely participate in physical activity</p> <p>Assume the role of an official/referee during an activity</p> <p>Resolve conflicts during activities</p> <p>Demonstrate/Participate leadership – in a game, as an official, as a coach, as a teacher, in creating a new game</p> <p>Demonstrate (sport) etiquette in a variety of physical activity settings</p>			
<p>Unit 14: Diversity and Multiculturalism</p>	<p>STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Demonstrate the inclusion of diverse populations in a variety of physical activities</p>	<p>Diversity Among Sports</p>	<p>There are personal & social behavioral expectations in physical activity settings.</p> <p>Diversity contributes to the quality of personal relationships and interactions in sports.</p>	<p>What are the personal & social behavioral expectations in physical settings?</p> <p>How can learning to relate to a diversity of others contribute to the quality of my physical fitness activities?</p>

<p>Unit 15: Motor Skills and Movement Patterns</p>	<p>STANDARD 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Psychological factors that impact movement.</p> <p>Biomechanical principles related to movement.</p> <p>Break down a game into its tactical, strategic and skill components.</p>	<p>Understanding Movement Patterns and Skills</p>	<p>How to apply specific movement concepts, principles, strategies and tactics to variety of physical activities.</p>	<p>What concepts, principles, strategies and tactics do apply to specific physical activity?</p>
<p>Unit 16: Career Options</p>	<p>FAMILY AND CONSUMER SCIENCE: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.</p>	<p>Making Career Choices</p>	<p>Relationships are a choice.</p> <p>Life is about change.</p> <p>Goals require a plan.</p> <p>Choices affect the quality of life.</p> <p>Life is a balancing act.</p> <p>Families shape the future</p>	<p>What makes you, you? Choice or chance? Are you making a living or making a life? Is there responsibility beyond one's self?</p>
<p>Unit 17: Lifelong Physical Fitness</p>	<p>STANDARD 3: Participates regularly in physical activity</p> <p>Various lifespan wellness activities</p> <p>Choose activities to participate in regularly for lifespan Wellness</p> <p>Identify activities for personal enjoyment</p>	<p>Importance of Lifelong Fitness /Goals</p>	<p>Everybody needs to be physically active to enjoy a healthy lifestyle.</p>	<p>What can I do to be physically active throughout my life? How will the physical fitness choices I make now affect my future health?</p>

<p>Unit 18: Summarize Physical Fitness Experiences</p>	<p>STANDARD 4: Achieves and maintains a personal health-enhancing level of physical fitness</p> <p>How to evaluate their level of fitness</p> <p>Assess and adjust their heart rate during various levels of activity</p> <p>Interpret and utilize the results of the self assessment</p> <p>Self assess their personal fitness levels</p> <p>Apply knowledge, components and self-assessment to a personal fitness plan</p> <p>Recognize factors influencing their health-related fitness</p>	<p>End of the Semester Assessment of Goals</p>	<p>Physical fitness contributes to quality of life.</p>	<p>How can I include physical fitness into my life?</p>
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course: ART010A: Fine Arts Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Semester A: Unit 1: Understanding Art	<p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p>	<p>Understand and evaluate elements and principles of art and design</p>	<ul style="list-style-type: none"> • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of 	<ul style="list-style-type: none"> • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when

	<ul style="list-style-type: none"> • Speculate on how history and culture give meaning to a work of art • Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p>Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <ul style="list-style-type: none"> • Apply visual arts vocabulary when reflecting upon and assessing works of art 		<p>indigenous art forms.</p> <ul style="list-style-type: none"> • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>discussing the merit of a work of art?</p>
<p>Semester A: Unit 2: Studio: Understanding Art</p>	<p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Select and use the elements of art in works of art • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art <p>Standard 6: Making connections</p>	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Learning can be deepened by connecting visual art to other disciplines. • Many people favor learning in a visual and tactile way. • The process of creating art requires critical and creative problem solving. • The means to create art always changes. 	<ul style="list-style-type: none"> • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • How is learning deepened through a study of visual art? • In what ways do the learning processes occurring in visual art differ from the learning

	<p>between visual arts and other disciplines</p> <ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 			<p>processes in other disciplines?</p>
<p>Semester A: Unit 3: Art of Ancient Times</p>	<p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> Identify the elements of art Identify the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> Identify subject matter, symbols and ideas in works of art Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Compare the purpose of works of art and design in 	<p>Identify and Comparing Characteristics of Art in History</p>	<ul style="list-style-type: none"> Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Timeless works of art are 	<ul style="list-style-type: none"> To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?

	<p>history and cultures</p> <ul style="list-style-type: none"> Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Discuss how individual experiences influence personal works of art Identify ways the visual arts are used as communication Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art Apply visual arts vocabulary when reflecting upon and assessing works of art 		<p>deemed important for a number and variety of reasons.</p> <ul style="list-style-type: none"> Reflection, assessment and refinement are key steps in the process of creating art. 	
<p>Semester A: Unit 4: Studio: Art of Ancient Times</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p>	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?

	<ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 		<p>problems.</p> <ul style="list-style-type: none"> Artists create works of art employing both conscious and intuitive thought. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. 	
<p>Semester A: Unit 5: Perspectives in Design from Many Cultures</p>	<p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> Identify the elements of art Identify the principles of design Evaluate works of art in terms of structure and function Analyze the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> Identify subject matter, symbols and ideas in works of art Describe and differentiate the origins 	<p>Identify and Comparing Characteristics of Art in History</p>	<ul style="list-style-type: none"> Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. 	<ul style="list-style-type: none"> To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? What makes some works

	<p>of specific subject matter, symbols and ideas in works of art</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Compare the purpose of works of art and design in history and cultures Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Identify ways the visual arts are used as communication Describe personal responses to selected works of art Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art Apply visual arts vocabulary when reflecting upon and assessing works of art 		<ul style="list-style-type: none"> Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. 	<p>of art great?</p> <ul style="list-style-type: none"> When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
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<p>Semester A: Unit 6: Studio: Perspectives in Design from Many Cultures</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?
<p>Semester A: Unit 7: The Renaissance</p>	<p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> Identify the elements of art Identify the principles of design Evaluate works of art in terms of structure and function 	<p>Identify and Comparing Characteristics of Art in History</p>	<ul style="list-style-type: none"> Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. 	<ul style="list-style-type: none"> To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form

	<ul style="list-style-type: none"> Analyze the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> Identify subject matter, symbols and ideas in works of art Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Compare the purpose of works of art and design in history and cultures Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Identify ways the visual arts are used as communication 		<ul style="list-style-type: none"> Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. 	<p>with function?</p> <ul style="list-style-type: none"> What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> Describe personal responses to selected works of art Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art Apply visual arts vocabulary when reflecting upon and assessing works of art 			
<p>Semester A: Unit 8: Studio: The Renaissance ART010A</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?

			<ul style="list-style-type: none"> • The means to create art always changes. 	
Semester A: Unit 9: Semester Review and Test	<i>Semester Review</i>			
Semester B: Unit 1: From Baroque to Romantic	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Compare and contrast the different effects created by various two dimensional and three-dimensional works of art • Identify different media, techniques and processes that are used to create works of art • Describe how media and techniques are used to create two dimensional and three dimensional <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design 	Identify and Comparing Characteristics of Art in History	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when

	<p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art • Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Describe how history and cultures influence the visual arts <p>Standard 5:</p>		<ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>discussing the merit of a work of art?</p>
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	<p>Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Describe personal responses to selected works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art 			
<p>Semester B: Unit 2: Studio: From Baroque to Romantic</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> • Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists create works of art employing both conscious and intuitive thought. • Learning can be deepened by connecting visual art to other disciplines. • Many people favor learning in a visual and tactile way. • The process of creating art requires critical and creative problem solving. • The means to create art always changes. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • How is learning deepened through a study of visual art? • In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?
<p>Semester B: Unit 3: From Realism to Post-Impressionism</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p>	<p>Identify and Comparing Characteristics of Art in History</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated

	<ul style="list-style-type: none"> • Compare and contrast the different effects created by various two dimensional and three-dimensional works of art • Identify different media, techniques and processes that are used to create works of art • Describe how media and techniques are used to create two dimensional and three dimensional <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Identify the principles of design <p>Analyze the elements of art</p> <ul style="list-style-type: none"> • Evaluate works of art in terms of structure and function • Analyze the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in 		<p>techniques and processes to manipulate media to achieve desired effects.</p> <ul style="list-style-type: none"> • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all 	<p>using a variety of techniques and processes?</p> <ul style="list-style-type: none"> • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p>works of art</p> <ul style="list-style-type: none"> • Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art • Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Compare the purpose of works of art and design in history and cultures • Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Describe personal responses to selected works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art 		<p>aspects of human experience.</p> <ul style="list-style-type: none"> • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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<p>Semester B: Unit 4: Studio: From Realism to Post-Impressionism</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?
<p>Semester B: Unit 5: Modern Times</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Identify different media, techniques and processes that are used to create works of art Describe how media and techniques are used to create two dimensional 	<p>Identify and Comparing Characteristics of Art in History</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?

	<p>and three dimensional</p> <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> Identify the elements of art Identify the principles of design Analyze the elements of art Evaluate works of art in terms of structure and function Analyze the principles of design <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> Identify subject matter, symbols and ideas in works of art Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual</p>		<ul style="list-style-type: none"> Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Timeless works of art are deemed important for a 	<ul style="list-style-type: none"> To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p>arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Compare the purpose of works of art and design in history and cultures Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Describe personal responses to selected works of art Apply visual arts vocabulary when reflecting upon and assessing works of art 		<p>number and variety of reasons.</p> <ul style="list-style-type: none"> Reflection, assessment and refinement are key steps in the process of creating art. 	
<p>Semester B: Unit 6: Studio: Modern Times</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art <p>Standard 6: Making connections between visual arts and other disciplines</p>	<p>Create artwork using principles of art and design</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? How is learning deepened through a study of visual art? In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?

	<ul style="list-style-type: none"> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines 		<p>problems.</p> <ul style="list-style-type: none"> Artists create works of art employing both conscious and intuitive thought. Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. 	
<p>Semester B: Unit 7: Semester Review and Test</p>	<p><i>Semester Review</i></p>			

Curriculum Scope & Sequence

School Moyer Academy Grade or Course: Art Grade 6 Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea	Enduring Understandings	Essential Questions
Art Techniques (World Art A)	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art • Use selected two dimensional and three-dimensional media to communicate ideas • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Select and use the principles of design in 	Differences and uses of Art Techniques	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art

	<p>works of art</p> <ul style="list-style-type: none"> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> Identify subject matter, symbols and ideas in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Describe how the arts and artists influence each other across history and cultures Speculate on how history and culture give meaning to a work of art Describe how history and cultures influence the visual arts 		<ul style="list-style-type: none"> Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Art celebrates the unique characteristics of all cultures. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. 	<p>reflect upon and have an influence on history?</p>
<p>Common Threads Among Ancient Cultures (World Art A)</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p>	<p>Identifying, Comparing and Using Various works in the arts Across Cultures.</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes?

	<ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art • Use selected two dimensional and three-dimensional media to communicate ideas • Compare and contrast the different effects created by various two dimensional and three-dimensional works of art • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of 		<p>manipulate media to achieve desired effects.</p> <ul style="list-style-type: none"> • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. 	<ul style="list-style-type: none"> • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p style="text-align: center;">art</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of 		<ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>works of art and design in history and cultures</p> <ul style="list-style-type: none"> • Speculate on how history and culture give meaning to a work of art • Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Apply visual arts vocabulary when reflecting upon and assessing works of art 			
<p>Treasures from the Tomb (World Art A)</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art • Use selected two dimensional and three-dimensional media to communicate ideas • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p>	<p>Recognizing, Comparing and Using Characteristics of Art</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art?

	<ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art • Describe and 		<ul style="list-style-type: none"> • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are 	<ul style="list-style-type: none"> • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p>differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> Identify historical and cultural characteristics of works of art Compare the purpose of works of art and design in history and cultures Describe how history and cultures influence the visual arts <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Apply visual arts vocabulary when reflecting upon and assessing works of art 		<p>deemed important for a number and variety of reasons.</p> <ul style="list-style-type: none"> Reflection, assessment and refinement are key steps in the process of creating art. 	
<p>The Human Presence in Art (World Art A)</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art Use selected two-dimensional and three- 	<p>Identifying, Comparing and Using Subject Matter in Art</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point

	<p>dimensional media to communicate ideas</p> <ul style="list-style-type: none"> • Compare and contrast the different effects created by various two dimensional and three-dimensional works of art • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p>		<ul style="list-style-type: none"> • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. 	<p>of view of the viewer?</p> <ul style="list-style-type: none"> • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe how history and cultures influence the visual arts 		<ul style="list-style-type: none"> • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Apply visual arts vocabulary when reflecting upon and assessing works of art 			
<p>Architecture: From the Pyramids to the Gothic Cathedral (World Art A)</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art • Use selected two dimensional and three-dimensional media to communicate ideas • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Select and apply the knowledge of the elements of art and 	<p>Identifying and Using Subject Matter in Art Across Cultures</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art?

	<p>principles of design to convey ideas in works of art</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art • Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Speculate on how history and culture give meaning to a work of art • Describe how history and 		<ul style="list-style-type: none"> • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. 	<ul style="list-style-type: none"> • To what extent does art reflect upon and have an influence on history?
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	cultures influence the visual arts			
Function and Beauty (World Art B)	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques and processes that are used to create works of art Use selected two dimensional and three-dimensional media to communicate ideas Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> Identify the elements of art Select and use the elements of art in works of art Identify the principles of design <p>Select and use the principles of design in works of art</p> <ul style="list-style-type: none"> Select and apply the knowledge of the elements of art and principles of design to 	Identifying and Using Subject Matter in Art	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes. To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?

	<p>convey ideas in works of art</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art • Analyze how the use of subject matter, symbols and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Describe how history and 		<ul style="list-style-type: none"> • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. 	
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	cultures influence the visual arts			
<p>Architecture and Environments: Renaissance Through Modern Buildings (World Art B)</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques and processes that are used to create works of art • Use selected two dimensional and three-dimensional media to communicate ideas • Identify different media, techniques and processes that are used to create works of art <p>Standard 2: Using knowledge of structures and functions</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to 	<p>Identifying and Using Subject Matter in Art</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history?

	<p>convey ideas in works of art</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols and ideas in works of art • Select and use subject matter, symbols and ideas to communicate meaning in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Speculate on how history and culture give meaning to a work of art • Describe how history and cultures influence the visual arts 		<ul style="list-style-type: none"> • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. 	
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course 7th grade: Intermediate Art A Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>Unit 1: The Building Blocks of Art</p>	<p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p> <p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional 	<p>Elements of Art</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works

	<p>and three dimensional works of art</p> <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing</p>		<p>experience.</p> <ul style="list-style-type: none"> • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>of art great?</p> <ul style="list-style-type: none"> • When does a work of art have merit? • To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
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	<p>and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each 			
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	<p>other across history and cultures</p> <ul style="list-style-type: none"> • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts 			
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	<p>vocabulary when reflecting upon and assessing works of art</p> <ul style="list-style-type: none"> Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 2: Native Peoples of the North</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas Use media and tools in a safe and responsible manner Demonstrate how a single medium or technique can be used to create multiple effects in works of art Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art Identify different media, techniques, and processes that are used to create works of art Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using</p>	<p>Traditional Art of the North</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate

	<p>knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p>		<p>ideas may be deliberate or intuitive.</p> <ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p>
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	<ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of 			
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	<p>works of art and design in history and cultures</p> <ul style="list-style-type: none"> • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art 			
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	<ul style="list-style-type: none"> Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 3: Native Peoples of the Southwest</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas Use media and tools in a safe and responsible manner Demonstrate how a single medium or technique can be used to create multiple effects in works of art Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art Identify different media, techniques, and processes that are used to create works of art Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p>	<p>Traditional Art and Architecture of the Southwest</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art has been created by 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a

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<p>Unit 4: Native Peoples of the East</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art 	<p>Traditional, Purposeful Art of the East</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject 		<p>history in ways words cannot.</p> <ul style="list-style-type: none"> • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>matter, symbols, and/or ideas which best communicate an intended meaning in works of art</p> <ul style="list-style-type: none"> • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art 			
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<p>Unit 5: Native Peoples of the Plains</p>	<p>Standard 1: Understanding and</p>	<p>Clothing and Jewelry in the Plains</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works 	<ul style="list-style-type: none"> • Why do artists select one medium over another?

	<p>applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works 		<p>of art.</p> <ul style="list-style-type: none"> • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. 	<ul style="list-style-type: none"> • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p>of art</p> <ul style="list-style-type: none"> • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best 		<ul style="list-style-type: none"> • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>communicate an intended meaning in works of art</p> <ul style="list-style-type: none"> • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of 			
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<p>Unit 6: Early American Art for the Home</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p>	<p>Surrounding Ourselves with Objects of Beauty</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and

	<ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design 		<p>to manipulate media to achieve desired effects.</p> <ul style="list-style-type: none"> • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. 	<p>processes?</p> <ul style="list-style-type: none"> • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art 		<ul style="list-style-type: none"> • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<ul style="list-style-type: none"> • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and 			
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	<p>cultures influence the visual arts</p> <ul style="list-style-type: none"> Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> Discuss how individual experiences influence personal works of art Identify ways the visual arts are used as communication Describe personal responses to selected works of art Analyze works of art to speculate why they were created Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art Apply visual arts vocabulary when reflecting upon and assessing works of art Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 7: America: Art for the New Nation</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and 	<p>Conveying America's Spirit</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon

	<p>processes that are used to create works of art</p> <ul style="list-style-type: none"> • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in 		<p>media, techniques and process as tools to communicate.</p> <ul style="list-style-type: none"> • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. 	<p>the point of view of the artist?</p> <ul style="list-style-type: none"> • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<p>terms of structure and function</p> <ul style="list-style-type: none"> • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and 		<ul style="list-style-type: none"> • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>ideas are used in works of art</p> <ul style="list-style-type: none"> • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and 			
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	<p>cultures</p> <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art • Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 8: America: Untamed Territory</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three- 	<p>Appreciating America's Natural Beauty</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon

	<p>dimensional media to communicate ideas</p> <ul style="list-style-type: none"> • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design 		<p>order to break them.</p> <ul style="list-style-type: none"> • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. 	<p>the point of view of the viewer?</p> <ul style="list-style-type: none"> • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and 		<ul style="list-style-type: none"> • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>ideas to communicate meaning in works of art</p> <ul style="list-style-type: none"> • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the</p>			
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	<p>characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art • Describe how a work of art can convey a voice of one or a voice of many 			
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Curriculum Scope & Sequence

School Moyer Academy Grade or Course 8th grade: Intermediate Art B Teacher _____

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
<p>By unit title and/or time frame</p> <p>Unit 1: The Artist's Eye</p>	<p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p> <p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional 	<p>Art and the Artist's World</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great?

	<p>and three dimensional works of art</p> <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing</p>		<p>experience.</p> <ul style="list-style-type: none"> • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. • Learning can be deepened by connecting visual art to other disciplines. • Many people favor learning in a visual and tactile way. • The process of creating art requires critical and creative problem solving. • The means to create art always changes. 	<ul style="list-style-type: none"> • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art? • How is learning deepened through a study of visual art? • In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?
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	<p>and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each 			
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	<p>other across history and cultures</p> <ul style="list-style-type: none"> • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts 			
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	<p>vocabulary when reflecting upon and assessing works of art</p> <ul style="list-style-type: none"> Describe how a work of art can convey a voice of one or a voice of many <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> Compare and contrast relationships between and characteristics of the visual arts and other disciplines Compare the use of technology, media, and processes of the visual arts with other disciplines Describe and/or demonstrate how skills transfer between the visual arts and other disciplines Describe how learning in the visual arts helps develop essential skills for the workplace 			
<p>Unit 2: Modern American Painting: From Impressionism to Pop Art</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas 	<p>Influence of Technology and Art</p>	<ul style="list-style-type: none"> Learning can be deepened by connecting visual art to other disciplines. Many people favor learning in a visual and tactile way. The process of creating art requires critical and creative problem solving. The means to create art always changes. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer?

	<ul style="list-style-type: none"> • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in 			<ul style="list-style-type: none"> • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art? • How is learning deepened through a study of visual art? • In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?
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	<p>works of art</p> <ul style="list-style-type: none"> • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art 			
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	<ul style="list-style-type: none"> • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the</p>			
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	<p>work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art • Describe how a work of art can convey a voice of one or a voice of many <p>Standard 6: Making connections between visual arts and other disciplines</p> <ul style="list-style-type: none"> • Compare and contrast relationships between and characteristics of the visual arts and other disciplines • Compare the use of technology, media, and processes of the visual arts with other disciplines • Describe and/or demonstrate how skills 			
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	<p>transfer between the visual arts and other disciplines</p> <ul style="list-style-type: none"> Describe how learning in the visual arts helps develop essential skills for the workplace 			
<p>Unit 3: New Ideas in Sculpture</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas Use media and tools in a safe and responsible manner Demonstrate how a single medium or technique can be used to create multiple effects in works of art Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art Identify different media, techniques, and processes that are used to create works of art Describe how media and techniques are used to create two-dimensional and three dimensional works of art 	<p>Manipulating Media for New Meaning</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it

	<p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p>		<p>matter, symbols and ideas may be deliberate or intuitive.</p> <ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p>
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	<ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures 			
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	<ul style="list-style-type: none"> • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and 			
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	<p>assessing works of art</p> <ul style="list-style-type: none"> Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 4: The Camera and the Brush</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas Use media and tools in a safe and responsible manner Demonstrate how a single medium or technique can be used to create multiple effects in works of art Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art Identify different media, techniques, and processes that are used to create works of art Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p>	<p>Industrialization Impacts Art</p>	<ul style="list-style-type: none"> Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. 	<ul style="list-style-type: none"> Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when

	<ul style="list-style-type: none"> • Identify the elements of art • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in 		<ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	<p>discussing the merit of a work of art?</p>
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	<p>works of art</p> <ul style="list-style-type: none"> • Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures 			
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	<ul style="list-style-type: none"> • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art • Describe how a work of art can convey a voice of 			
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<p>Unit 5: The Architect at Work</p>	<p style="text-align: center;">one or a voice of many</p> <p>Standard 1: Understanding and applying media, techniques, and processes</p> <ul style="list-style-type: none"> • Select and use different media, techniques, and processes that are used to create works of art • Use selected two-dimensional and three-dimensional media to communicate ideas • Use media and tools in a safe and responsible manner • Demonstrate how a single medium or technique can be used to create multiple effects in works of art • Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art • Identify different media, techniques, and processes that are used to create works of art • Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> • Identify the elements of art 	<p>Bold Design on a Grand Scale</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought. • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols. • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. 	<ul style="list-style-type: none"> • Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes? • To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function? • What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic? • To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history? • What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?
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	<ul style="list-style-type: none"> • Select and use the elements of art in works of art • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject 		<ul style="list-style-type: none"> • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>matter, symbols, and/or ideas which best communicate an intended meaning in works of art</p> <ul style="list-style-type: none"> • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art 			
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	<ul style="list-style-type: none"> • Describe and differentiate the roles of artists in society across history and cultures • Describe how history and cultures influence the visual arts • Describe how the visual arts influence history and cultures <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <ul style="list-style-type: none"> • Discuss how individual experiences influence personal works of art • Identify ways the visual arts are used as communication • Describe personal responses to selected works of art • Analyze works of art to speculate why they were created • Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art • Apply visual arts vocabulary when reflecting upon and assessing works of art • Describe how a work of art can convey a voice of one or a voice of many 			
<p>Unit 6: Colorful Traditions</p>	<p>Standard 1: Understanding and</p>	<p>Traditional and Functional Art</p>	<ul style="list-style-type: none"> • Artists make thoughtful choices in creating works 	<ul style="list-style-type: none"> • Why do artists select one medium over another?

	<p>applying media, techniques, and processes</p> <ul style="list-style-type: none"> Select and use different media, techniques, and processes that are used to create works of art Use selected two-dimensional and three-dimensional media to communicate ideas Use media and tools in a safe and responsible manner Demonstrate how a single medium or technique can be used to create multiple effects in works of art Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art Identify different media, techniques, and processes that are used to create works of art Describe how media and techniques are used to create two-dimensional and three dimensional works of art <p>Standard 2: Using knowledge of structures and functions.</p> <ul style="list-style-type: none"> Identify the elements of art Select and use the elements of art in works 		<p>of art.</p> <ul style="list-style-type: none"> Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems. Artists create works of art employing both conscious and intuitive thought. Every work of art has a point of view. Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols. Art may be created solely to fulfill a need to create. Art is a universal symbol system that transcends language barriers. Art draws upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. 	<ul style="list-style-type: none"> To what extent can media be manipulated using a variety of techniques and processes? To what extent is a work of art dependent upon the point of view of the artist? To what extent is a work of art dependent upon the point of view of the viewer? How and why is art used as a vehicle for communication? To what extent does good design integrate form with function? What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic? To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history? What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
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	<p>of art</p> <ul style="list-style-type: none"> • Identify the principles of design • Analyze the elements of art • Evaluate works of art in terms of structure and function • Analyze the principles of design • Select and use the principles of design in works of art • Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art • Plan, design, and execute multiple solutions to challenging visual arts problems • Analyze how the elements of art and principles of design applied through various media, techniques, and processes produce different effects <p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <ul style="list-style-type: none"> • Identify subject matter, symbols, and ideas in works of art • Integrate a variety of sources for subject matter, symbols, and/or ideas which best 		<ul style="list-style-type: none"> • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms. • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art. 	
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	<p>communicate an intended meaning in works of art</p> <ul style="list-style-type: none"> • Evaluate the sources for content to validate the manner in which subject matter, symbols, and ideas are used in works of art • Select and use subject matter, symbols, and ideas to communicate meaning in works of art • Describe and differentiate the origins of specific subject matter, symbols, and ideas in works of art • Analyze how the use of subject matter, symbols, and ideas are used in works of art <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <ul style="list-style-type: none"> • Identify historical and cultural characteristics of works of art • Describe how the arts and artists influence each other across history and cultures • Compare the purpose of works of art and design in history and cultures • Speculate on how history and culture give meaning to a work of art • Describe and differentiate the roles of 			
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