Virtual Learning Academy

Course Syllabus

Virtual Learning Academy

Language Arts

English 9

Unit 1: Finding the Meaning of Unknown Words with "Simone Biles"

Unit Overview

In this unit, students will learn how to find the meaning of unknown words within informational texts using various reading strategies. They will also develop proficiency in identifying synonyms, antonyms, and homophones, which will enhance their reading comprehension and writing skills. Understanding the impact of an author's word choice on meaning and tone in informational texts is emphasized, as this plays a crucial role in effective communication and critical analysis. The unit covers the definition of meaning and tone in informational texts, explores how to determine meaning by analyzing text structure and key terms, and discusses how tone is conveyed through word choice and writing style. Additionally, students will learn about synonyms and antonyms, which help improve precision, vocabulary, and contextual awareness in their writing. Homophones are also addressed, with an emphasis on understanding their distinct meanings and spellings within various contexts, providing students with valuable tools for accurate communication. Overall, this unit equips students with essential skills for comprehending and effectively engaging with informational texts while enhancing their language and communication abilities.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

9.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.l. Revise writing for clarity of content, accuracy, and depth of information.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Overview of Unit	Lesson: Introduction to the unit and its objectives. Activity: Discussion and setting expectations for the unit.
2	**Meaning and Tone**	Understanding Meaning and Tone in Texts	Lesson: Explaining the concepts of meaning and tone in informational texts. Activity: Analyzing sample texts for meaning and tone.
3	**Meaning in Informational Texts**	How Meaning is Conveyed in Texts	Lesson: Exploring how authors convey meaning in informational texts. Activity: Analyzing text structures and key terms.
4	**Tone in Informational Texts**	How Tone is Established in Texts	Lesson: Discussing how authors establish tone in informational texts. Activity: Analyzing word choice and writing style.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' understanding of the concepts learned throughout the unit.

Unit 2: Main Ideas: “Fastest Woman in the World”

Unit Overview

In this lesson titled "Fastest Woman in the World," students will develop their skills in identifying a text's main ideas and supporting details, enhancing their comprehension of context clues for determining the meaning of unfamiliar words, and improving their understanding of different sentence structures. By the end of the lesson, students should be able to recognize main ideas and supporting details, effectively use context clues to infer word meanings, and differentiate between simple, compound, and complex sentence structures. These skills are essential for enhancing overall reading comprehension and writing proficiency, as they enable students to grasp the core concepts of a text, decode unfamiliar words, and construct sentences effectively for effective communication and writing.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Main Ideas and Supporting Details**	Identifying Main Ideas and Supporting Details	Lesson: Introduction to main ideas and supporting details. Activity: Analyzing a short text for main ideas and details
2	**Main Ideas and Supporting Details**	Identifying Main Ideas and Supporting Details	Lesson: Strategies for identifying main ideas Activity: Identifying main ideas in paragraphs
3	**Context Clues**	Understanding Context Clues	Lesson: Introduction to context clues Activity: Using context clues to determine word meanings
4	**Types of Sentences**	Understanding Sentence Structures	Lesson: Exploring simple, compound, and complex sentences Activity: Identifying different sentence structures
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering main ideas, context clues, and sentence structures learned throughout the unit

Unit 3: Analyzing Text Structures with "The Plastic Problem"

Unit Overview

In the lesson titled "Analyzing Text Structures with 'The Plastic Problem'," students will focus on analyzing text structures and identifying prefixes, suffixes, and prepositional phrases within an informational article. This objective aims to enhance critical thinking skills, improve reading comprehension abilities, and strengthen understanding of how various text structures and linguistic elements contribute to the overall meaning and organization of the article. The lesson covers the importance of text structures such as titles, headings, and paragraphs in aiding comprehension, with guidance on how to effectively utilize them for navigation and understanding. Additionally, the lesson delves into the significance of roots and affixes in word formation, providing examples and explanations for both. Lastly, it explores prepositional phrases, their functions in sentence structure, and methods for identifying them within sentences, emphasizing their role in conveying meaning and enhancing communication skills.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Text Structures**	Understanding Text Structures	Lesson: Introduction to text structures and their importance. Activity: Analyzing the structure of a sample article.
2	**Titles and Headings**	Title and Heading Structures	Lesson: Exploring how titles and headings contribute to comprehension. Activity: Analyzing titles and headings.
3	**Paragraphs**	Paragraph Structure	Lesson: Understanding the role of paragraphs in organizing information. Activity: Identifying topic sentences.
4	**Roots and Affixes**	Word Formation with Roots and Affixes	Lesson: Explaining the significance of roots and affixes in word formation. Activity: Identifying roots and affixes.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: A comprehensive assessment covering all concepts learned in the unit.

Unit 4: Author's Purpose; "Why Good Advertising Works (Even When You Think It Doesn't)"

Unit Overview

The lesson titled "Author's Purpose" explores the importance of understanding why authors write and how it influences our interpretation of their texts. It emphasizes the concept of an author's point of view and its role in analyzing advertising. The unit aims to develop students' critical thinking skills by examining an author's intent, word connotations and denotations, and the impact of adjectives in shaping perspectives. The lesson further delves into different purposes of authorship, including persuasion, information, and entertainment, and how to distinguish between facts and opinions. Overall, this unit equips learners with the tools to decipher an author's purpose, enhancing their comprehension of written works and their ability to engage with texts effectively.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.j. Differentiate between fact and opinion and evaluate their impact.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.8.a. Verify the validity and accuracy of all information.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Author's Purpose**	Understanding Author's Point of View	Lesson: Introduction to the unit and the concept of an author's point of view. Activity: Discussing the importance of authorship in reading comprehension.
2	**Types of Author's Purpose**	Persuasion, Information, Entertainment	Lesson: Exploring the different purposes of authorship, including persuasion, information, and entertainment. Activity: Analyzing sample texts to identify their purposes.
3	**Distinguishing Facts and Opinions**	Recognizing Facts and Opinions	Lesson: Understanding the distinction between facts and opinions in writing. Activity: Identifying and categorizing facts and opinions in various sentences.
4	**Blending Information and Persuasion**	Recognizing the Blend of Elements	Lesson: Recognizing how authors blend information and persuasion in their writing. Activity: Analyzing texts to identify elements of information and persuasion.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate students' understanding of author's purpose, facts vs. opinions, and blending elements in writing.

Unit 5: Finding the Best Evidence with "Two Famous Friends"

Unit Overview

In the lesson titled "Finding the Best Evidence with 'Two Famous Friends,'" students will develop essential skills for locating evidence in informational texts, enhancing their dictionary skills, and understanding the proper use of modifiers. By the end of the lesson, they will be able to identify key details and supporting evidence within texts, effectively use a dictionary to define unfamiliar words, and employ modifiers to enhance their writing for clarity and precision. Through guided practice and interactive activities, students will strengthen their critical reading skills, expand their vocabulary, and refine their writing style to communicate their ideas effectively with appropriate evidence and descriptive language. The lesson also covers the importance of supporting ideas with five types of evidence (statistical data, expert opinions, personal anecdotes, case studies, and research findings), the significance of dictionary skills, and the different types of modifiers to improve language proficiency and writing clarity.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.d. Identify the meaning of common idioms.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.7.b. Use appositives, main clauses, and subordinate clauses.

9.8.a. Verify the validity and accuracy of all information.

Day	Section	Key Concept	Lesson/Activity
1	**Finding Evidence**	Types of Evidence	Lesson: Introduction to different types of evidence (Statistical Data, Expert Opinions, Personal Anecdotes, Case Studies, Research Findings). Activity: Discuss and identify examples of these evidence types in texts.
2	**Finding Evidence**	Identifying Key Details and Supporting Evidence	Lesson: How to identify key details and supporting evidence within a text. Activity: Analyze a provided text and identify key details and evidence.
3	**Dictionary Skills**	Understanding Dictionary Entries	Lesson: Explanation of dictionary entries and their components. Activity: Practice using dictionary entries to define words.
4	**Dictionary Skills**	Utilizing Guide Words and Synonyms/Antonyms	Lesson: How to use guide words effectively and explore synonyms and antonyms. Activity: Locate words in the dictionary using guide words and find synonyms and antonyms.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Assess students' ability to find evidence, use dictionary skills, and understand modifiers through a comprehensive assessment that includes identifying evidence in a text, defining words using a dictionary, and applying modifiers in writing.

Unit 6: Analyzing the Author's Point of View with "What's wrong with our food system"

Unit Overview

The lesson on "Analyzing the Author's Point of View" focuses on developing skills to analyze information, comprehend allusions and analogies in informational text, and produce concise language in writing. This unit aims to enhance reading comprehension, critical thinking, and written communication abilities by teaching students how to critically evaluate and interpret complex information, identify author's perspectives and biases, assess the credibility of sources, understand chronology and context in texts, identify central arguments and supporting evidence, engage with counterarguments, recognize allusions and analogies in literary devices, and use concise language to convey ideas effectively. This comprehensive approach equips students with the tools to navigate and engage with various forms of information effectively.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.g. Explain the influence of historical context on the form, style, and point of view of a written work.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

Day	Section	Key Concept	Lesson/Activity
1	**Analyzing Information**	Understanding Author's Perspective	Lesson: Introduction to the unit's objectives and the importance of understanding author's perspective. Activity: Discussion on recognizing author biases in sample texts.
2	**Individuals in Informational Texts**	Evaluating Expert Sources	Lesson: Exploring the role of individuals in informational texts and how to assess the credibility of expert sources. Activity: Analyzing excerpts from texts for author background and sources' expertise.
3	**Events in Informational Texts**	Analyzing Chronology	Lesson: Understanding the significance of chronology in texts and how it affects the comprehension of events. Activity: Analyzing historical and news articles for chronological order.
4	**Ideas in Informational Texts**	Identifying Central Arguments	Lesson: Identifying and dissecting central arguments in informational texts. Activity: Analyzing articles to identify main ideas and supporting evidence.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will be given a text to analyze, identifying author perspective, credibility of sources, chronology, central arguments, and concise language.

Unit 7: Identifying Theme and Summarizing with "Lucky Feet"

Unit Overview

In the "Lucky Feet" lesson, the main objective is to develop skills in summarizing a text, identifying its central theme, and distinguishing between subjective and objective pronouns. Throughout the unit, students are expected to extract key information from the passage and create concise summaries, discern the underlying theme or message conveyed by the text, and differentiate between subjective pronouns expressing personal opinions or feelings and objective pronouns providing factual information or neutral references. Summarizing involves capturing essential elements such as characters, setting, problem, events, and solutions. Additionally, understanding the theme is essential as it represents the life lesson or moral readers can derive from the story, extending beyond specific events or characters. Lastly, the lesson covers subjective and objective pronouns, teaching when to use each type based on whether the noun being replaced is the subject or object of the sentence.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Overview of the Unit	Lesson: Introduction to the unit and its objectives. Activity: Discussion and sharing of expectations for the unit
2	**Summarizing**	Summarizing a Text	Lesson: Understanding the elements of summarizing. Activity: Practice summarizing short passages
3	**Identifying Theme**	Theme in a Story or Text	Lesson: Exploring the concept of theme in literature. Activity: Analyzing themes in sample texts
4	**Subjective and Objective Pronouns**	Using Pronouns in Writing	Lesson: Differentiating between subjective and objective pronouns. Activity: Creating sentences with appropriate pronouns
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' ability to summarize, identify themes, and use pronouns in a given passage

Unit 8: Cause and Effect: "Getting Started on Saving the Everglades"

Unit Overview

In this lesson on cause and effect titled "Getting Started on Saving the Everglades," the primary objective is for students to analyze and comprehend cause-and-effect relationships within a reading passage while mastering various verb forms, including gerunds, participles, and infinitives. Throughout the unit, students will enhance their reading vocabulary through active engagement with the text, gaining new words through context and inference. By the conclusion of this unit, students will have developed the ability to identify cause-and-effect patterns, accurately employ different verb forms, and effectively utilize new vocabulary to improve their reading comprehension skills. Cause and effect are emphasized as fundamental storytelling and writing concepts, as authors frequently employ these relationships to provide structure and coherence in narratives. Establishing causes and their corresponding effects helps create a chain of events that drives the plot forward and facilitates readers' understanding of characters' motivations and the consequences of their actions, ultimately enhancing the overall narrative experience. Additionally, the lesson covers the three main verb forms - gerunds, participles, and infinitives - providing clear definitions and examples for each, emphasizing their usage as nouns, adjectives, or adverbs.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Cause and Effect**	Understanding Cause and Effect Relationships	Lesson: Introduction to the unit and the concept of cause and effect. Activity: Discussion on examples of cause and effect in literature.
2	**Cause and Effect in Storytelling**	Identifying Cause and Effect in Narratives	Lesson: Analyzing how authors use cause and effect to structure narratives. Activity: Reading a short story and identifying cause and effect relationships.
3	**Verb Forms - Gerunds**	Understanding Gerunds as Nouns	Lesson: Explaining gerunds and their usage as nouns. Activity: Identifying gerunds in sentences.
4	**Verb Forms - Participles**	Recognizing Participles as Adjectives	Lesson: Teaching participles and their role as adjectives. Activity: Identifying participles in text.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities: Unit assessment covering cause and effect analysis, verb forms, and reading comprehension skills.

Unit 9: Identifying Problems and Solutions with "Space Food"

Unit Overview

In the "Identifying Problems and Solutions with Space Food" lesson, the primary objective is to develop the ability to recognize and understand the Problems and Solutions text structure commonly found in various types of texts. This structure involves two parts: firstly, the author identifies a problem, often with relevant background information and evidence; secondly, the author details one or more proposed solutions, supported by evidence of their effectiveness. This lesson not only explains the definition and characteristics of the Problems and Solutions text structure but also provides an example using environmental pollution to illustrate how to apply this structure effectively. The lesson emphasizes the importance of evaluating proposed solutions by considering their advantages, costs, and obstacles. Additionally, it introduces signal words that help readers navigate the text's organization and word endings and patterns that assist in understanding word usage. By mastering this structure, students can create coherent and persuasive content addressing problems and proposing solutions across various topics.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Text Structure**	Problems and Solutions	Lesson: Introduction to the Problems and Solutions text structure. Activity: Discuss and identify problems and solutions in sample texts.
2	**Structure and Characteristics**	Definition and Characteristics	Lesson: Detailed explanation of the Problems and Solutions text structure and its characteristics. Activity: Analyze sample texts using the structure.
3	**Applying the Structure**	Example - Environmental Pollution	Lesson: Using environmental pollution as an example, explain how to apply the Problems and Solutions structure. Activity: Practice applying the structure to different scenarios.
4	**Signal Words and Word Patterns**	Using Signal Words and Patterns	Lesson: Introduce signal words and word endings/patterns that help identify the structure. Activity: Identify signal words and word patterns in provided texts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate students' understanding of the Problems and Solutions text structure by having them identify and create text examples using the structure.

Unit 10: Paragraphs

Unit Overview

In this unit, you will learn to identify the components of a paragraph, including the topic sentence and concluding sentence, and understand concepts like indentation, sentence unity, and the use of the simple present tense. You'll also practice combining sentences to create more cohesive paragraphs, and gain insight into capitalization, end punctuation, and subject-verb agreement. Through interactive learning activities, you'll enhance your writing skills and be better equipped to craft coherent and compelling paragraphs in your academic work. A paragraph is a collection of sentences organized around a central idea, and mastering the art of constructing well-structured paragraphs is crucial for academic proficiency.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.j. Use textual evidence to compare and contrast multiple texts.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.7.e. Use a variety of sentence structures to infuse sentence variety in writing.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Paragraphs**	Identifying Components of a Paragraph	Lesson: Understanding the structure of a paragraph. Activity: Analyzing example paragraphs
2	**Topic Sentences and Indentation**	Writing Effective Topic Sentences	Lesson: Importance of topic sentences Activity: Crafting topic sentences
3	**Sentence Unity and Simple Present**	Maintaining Sentence Unity	Lesson: Ensuring all sentences relate to the topic sentence. Activity: Sentence unity practice
4	**Combining Sentences**	Creating Cohesive Paragraphs	Lesson: Combining sentences for better paragraph flow. Activity: Practice in sentence combining
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Test on paragraph structure and related concepts

Unit 11: Elements of Great Writing/Brainstorming

Unit Overview

In the "Elements of Great Writing" unit, students will develop a comprehensive understanding of essential writing elements. This includes mastering brainstorming techniques to generate a multitude of ideas without judgment, fostering creativity and topic exploration. Descriptive adjectives are emphasized to enhance the clarity and engagement of their writing by providing vivid details. They'll also learn the distinction between simple and compound sentences, crucial for sentence structure and coherence. Effective title writing is another key focus, enabling students to create titles that capture readers' attention and curiosity. Furthermore, students will acquire the skill of using a thesaurus to enrich their vocabulary, allowing them to choose precise synonyms and antonyms for words, thereby elevating the quality and impact of their writing. Throughout the unit, practical exercises and assessments will reinforce their grasp and application of these fundamental writing concepts.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

Day	Section	Key Concept	Lesson/Activity
1	**Brainstorming Techniques**	Generating Ideas Through Brainstorming	Lesson: Introduction to brainstorming techniques. Activity: Practice rapid idea generation.
2	**Descriptive Adjectives**	Enhancing Writing with Adjectives	Lesson: Understanding the importance of descriptive adjectives. Activity: Adjective usage exercises.
3	**Simple v. Compound Sentences**	Building Sentence Structure	Lesson: Differentiating between simple and compound sentences. Activity: Creating sentences.
4	**Titles**	Crafting Effective Titles	Lesson: How to create captivating titles. Activity: Generating titles for given content.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Assessment: Comprehensive assessment covering brainstorming, adjectives, sentences, and titles.

Unit 12: Topic Sentences

Unit Overview

In this unit on "Topic Sentences," you will learn to identify and understand the significance of a topic sentence within a paragraph. The unit focuses on recognizing the main idea presented in a topic sentence and how it organizes and limits the content of a paragraph. You will also differentiate between effective and ineffective topic sentences based on their specificity and controlling ideas. Through interactive activities, you will practice crafting well-structured topic sentences that enhance your overall writing skills and coherence. A topic sentence serves several crucial roles, including introducing the main idea, narrowing the focus of the topic, and often indicating how the information within the paragraph will be organized. It should have a controlling idea that guides the paragraph's flow and should strike a balance between being specific and not overly specific.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.e. Communicate clearly the purpose of the writing using a thesis statement.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.j. Use textual evidence to compare and contrast multiple texts.

9.6.l. Revise writing for clarity of content, accuracy, and depth of information.

9.7.c. Use commas and semicolons to distinguish and divide main and subordinate clauses.

9.7.e. Use a variety of sentence structures to infuse sentence variety in writing.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Topic Sentences**	Understanding the Main Idea	Lesson: Introduction to topic sentences and their role in paragraphs. Activity: Brainstorming examples of topic sentences.
2	**Components of a Topic Sentence**	Identifying Controlling Ideas	Lesson: Identifying the controlling idea in topic sentences. Activity: Analyzing sample paragraphs for topic sentences.
3	**Effective vs. Ineffective Topics**	Specificity in Topic Sentences	Lesson: Differentiating between effective and ineffective topic sentences. Activity: Crafting effective topic sentences.
4	**Crafting Coherent Paragraphs**	Role in Paragraph Structure	Lesson: Understanding how topic sentences contribute to paragraph coherence. Activity: Revising paragraphs for improved coherence.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive unit assessment evaluating knowledge of topic sentences, controlling ideas, and coherence in paragraphs.

Unit 13: Supporting and Concluding Sentences

Unit Overview

In this lesson on "Supporting and Concluding Sentences," the primary objective is to equip learners with the skills to effectively craft supporting and concluding sentences within well-structured paragraphs. This module emphasizes the use of pronouns for clarity and variety in writing, while also addressing common sentence errors such as fragments, run-on sentences, and comma splices. By mastering these skills, students will enhance their ability to deliver clear and grammatically correct written communication, ensuring that supporting sentences provide specific details and answers to essential questions, and concluding sentences effectively summarize, suggest, express opinions, or make predictions related to the topic sentence, all while maintaining focus and coherence throughout the paragraph.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.6.l. Revise writing for clarity of content, accuracy, and depth of information.

9.7.b. Use appositives, main clauses, and subordinate clauses.

9.7.c. Use commas and semicolons to distinguish and divide main and subordinate clauses.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Overview of the Unit	Lesson: Introduction to the unit on supporting and concluding sentences. Activity: None for Day 1.
2	**Supporting Sentences**	Role of Supporting Sentences	Lesson: Understanding the role of supporting sentences in paragraph structure. Activity: Practice creating supporting sentences.
3	**Grammar: Pronouns**	Using Pronouns Effectively	Lesson: Explaining how to use pronouns instead of key nouns. Activity: Practice replacing nouns with pronouns.
4	**Grammar: Avoiding Errors**	Avoiding Fragments and Run-On Sentences	Lesson: Identifying and correcting sentence fragments and run-on sentences. Activity: Practice correcting sentences.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities: Unit assessment to evaluate students' understanding of supporting and concluding sentences, including the use of pronouns and avoiding common errors.

Unit 14: Writing a Definition Paragraph

Unit Overview

In the lesson titled "Writing a Definition Paragraph," students will learn to develop the skills needed to compose a concise and well-structured one-paragraph definition essay. The goal is to provide clear explanations, support with relevant facts and examples, and effectively use adjective clauses (both subject and object), conjunctions, adjectives, and prepositional phrases to enhance sentence complexity and clarity. This unit will also emphasize expanding vocabulary and integrating new words and phrases for accuracy and expressiveness in writing. A definition paragraph is explained as a tool for defining a word, phrase, or concept, typically including examples to illustrate the definition. Students are guided through the process of selecting a term, researching its meaning and background, and then writing a definition paragraph that defines the term, provides supporting details and examples, and concludes with a summary or restatement. Additionally, the lesson covers the proper way to cite direct quotations from external sources and introduces students to the use of adjective clauses and sentence variety techniques, such as conjunctions, adjectives, adjective clauses, and prepositional phrases, to enhance their writing skills.

SOL Standards

9.1.b. Credit information sources.

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.k. Compare/contrast details in literary and informational nonfiction texts.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.7.e. Use a variety of sentence structures to infuse sentence variety in writing.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Definitions**	Understanding Definitions	Lesson: Introduction to the unit on writing definition paragraphs. Activity: Discussion on the importance of definitions.
2	**Selecting a Term**	Choosing the Right Term	Lesson: Exploring how to select a specific and concise term for a definition paragraph. Activity: Practice selecting terms.
3	**Researching the Term**	Gathering Information	Lesson: Researching the chosen term's meaning, usage, and background. Activity: Research practice using reliable sources.
4	**Crafting the Definition**	Writing Clear Definitions	Lesson: Crafting clear and concise definitions with supporting details. Activity: Writing practice for definition paragraphs.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students write a one-paragraph definition essay, applying all concepts learned in the unit.

Unit 15: Writing a Process Paragraph

Unit Overview

In the "Writing a Process Paragraph" unit, you will develop the skill of crafting a well-structured process paragraph. This involves using transitional words to establish sequencing and chronological order while incorporating imperative sentences to provide clear instructions or commands. A process paragraph's purpose is to break down the steps of a task, presented in chronological order, using time-related expressions. It concludes with a specific outcome. The unit provides examples and guidelines for constructing such paragraphs, emphasizing the use of imperative sentences and transition words like "first," "next," "then," and "finally." Additionally, it introduces various ways to express chronological order and sequencing, including transition words, subject phrases, and clauses. Imperative sentences are highlighted as a crucial component in this type of writing, serving to give directions or commands effectively.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.6.l. Revise writing for clarity of content, accuracy, and depth of information.

9.7.b. Use appositives, main clauses, and subordinate clauses.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Purpose of Process Paragraphs	Lesson: Understanding the purpose of process paragraphs. Activity: Analyzing examples of process paragraphs
2	**Structure and Sequencing**	Transitional Words and Phrases	Lesson: Using transitional words for sequencing. Activity: Creating a process paragraph with transitions
3	**Imperative Sentences**	Crafting Imperative Sentences	Lesson: Mastering the use of imperative sentences. Activity: Writing imperative sentences
4	**Chronological Order**	Techniques for Sequencing	Lesson: Various structures for chronological order. Activity: Practicing sequencing techniques
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Test on writing process paragraphs and sequencing concepts

Unit 16: Writing an Opinion Paragraph

Unit Overview

In this unit on "Writing an Opinion Paragraph," students will develop comprehensive writing skills by mastering the art of constructing opinion paragraphs, distinguishing between facts and opinions, and effectively utilizing suffixes. By the end of the unit, they will be able to confidently write opinion paragraphs that express their viewpoints with clarity and persuasion while supporting them with relevant factual evidence. Additionally, students will learn to discern between facts and opinions, employing factual information to strengthen their arguments. They will also grasp the concept of suffixes, recognizing their role in modifying word meanings and grammatical functions across various parts of speech, and apply this knowledge to enhance their vocabulary and overall writing proficiency. An opinion paragraph serves as a platform for writers to express their viewpoints on various matters, presenting arguments and using real facts to back up their opinions, ultimately making strong arguments that engage readers in thoughtful consideration of the problem at hand.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.j. Differentiate between fact and opinion and evaluate their impact.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Opinion Paragraphs**	Understanding the Purpose of Opinion Paragraphs	Lesson: Introduction to opinion paragraphs and their purpose. Activity: Discussing examples of opinion paragraphs.
2	**Constructing Opinion Paragraphs**	Formulating Effective Topic Sentences	Lesson: Crafting clear and persuasive topic sentences for opinion paragraphs. Activity: Practicing writing topic sentences.
3	**Incorporating Factual Evidence**	Using Facts to Support Opinions	Lesson: Learning how to incorporate factual evidence to strengthen opinions. Activity: Analyzing and adding facts to sample paragraphs.
4	**Brainstorming for Opinion Topics**	Generating Ideas for Opinion Paragraphs	Lesson: Using news sources to find opinion topics and two effective brainstorming methods. Activity: Brainstorming topics and organizing ideas.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students demonstrate their understanding by writing an opinion paragraph with a clear topic sentence, factual evidence, and persuasive arguments.

Unit 17: Writing a Narrative Paragraph

Unit Overview

In the "Writing a Narrative Paragraph" unit, students will develop the ability to craft a cohesive narrative paragraph through the effective use of descriptive language and appropriate verb tenses, specifically simple and past tense verbs. By the end of the unit, they will be able to construct engaging paragraphs that provide vivid descriptions, convey events chronologically, and maintain a clear narrative structure. A narrative paragraph involves storytelling or recounting an event, akin to experiencing a narrative in a movie. This unit breaks down the components of a narrative paragraph, including the topic sentence that introduces the main idea, the beginning that sets the scene, the middle where the main action unfolds, and the end where the final action or resolution is presented. Students will also practice using descriptive language to immerse readers in the story, learn about the usage of simple past and past progressive tenses to convey the timing of events, and utilize time clauses to specify when incidents occurred. Overall, this unit equips students with the skills to create engaging and well-structured narrative paragraphs.

SOL Standards

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.d. Blend multiple forms of writing including embedding a narrative to produce effective essays.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Narrative**	Understanding the Narrative Paragraph	Lesson: Introduction to the unit and the concept of a narrative paragraph. Activity: Discuss examples of narrative paragraphs.
2	**Parts of a Narrative**	Identifying Components of a Narrative	Lesson: Exploring the different parts of a narrative paragraph (topic sentence, beginning, middle, end). Activity: Analyzing a narrative paragraph for its components.
3	**Descriptive Language**	Using Descriptive Language Effectively	Lesson: Teaching the importance of descriptive language in narrative writing. Activity: Practice transforming general sentences into descriptive ones.
4	**Verb Tenses**	Understanding Simple Past and Past Progressive Tenses	Lesson: Explanation of simple past and past progressive tenses in narratives. Activity: Creating sentences using both tenses.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Students will write a narrative paragraph applying all concepts learned in the previous days.

Unit 18: Paragraphs to Essays

Unit Overview

In the "Paragraphs to Essays" unit, students will learn that an essay is a well-structured collection of paragraphs designed to effectively communicate facts, perspectives, and notions about a specific topic. They will understand that essays have various purposes, such as explaining concepts, arguing viewpoints, describing events or phenomena, and more. The key components of an essay, including the introduction, thesis statement, body paragraphs, and conclusion, will be explored, along with the importance of coherence and persuasion in essay construction. The unit emphasizes critical thinking skills through the analysis of essays and the development of strong writing skills, involving planning, researching, drafting, revising, and proofreading. Furthermore, students will recognize the structural similarities between essays and paragraphs and apply this knowledge through engaging learning activities focused on different aspects of essay writing.

SOL Standards

9.1.b. Credit information sources.

9.1.c. Use vocabulary appropriate to the topic, audience, and purpose.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.e. Communicate clearly the purpose of the writing using a thesis statement.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.j. Use textual evidence to compare and contrast multiple texts.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

9.8.e. Avoid plagiarism by using your own words and follow ethical and legal guidelines for gathering and using information.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Essays**	Understanding Essays	Lesson: Introduction to essays as structured collections of paragraphs. Activity: Discussion on the purpose of essays
2	**Types and Purposes of Essays**	Diverse Nature of Essays	Lesson: Explore the various types and purposes of essays. Activity: Identify examples of different essay types
3	**Essay Structure**	Components of an Essay	Lesson: Break down the structure of an essay with introduction, body, and conclusion. Activity: Create essay outlines
4	**The Art of Writing Essays**	Developing Strong Writing Skills	Lesson: Emphasize the importance of planning, researching, drafting, revising, and proofreading in essay writing. Activity: Practice drafting an essay
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will complete a unit assessment to demonstrate their understanding of essay concepts and skills.

Unit 19: Parts to an Argumentative Essay

Unit Overview

This unit on argumentative writing is designed to enhance your written communication skills. The lessons cover the purpose and structure of argumentative essays, the different components of an essay, and the importance of clear expression and supporting arguments with evidence. The first lesson defines argumentative writing, while the second lesson breaks down the essay into its introduction, body, and conclusion. In the third lesson, you'll analyze a model essay's structure and content, and the fourth lesson focuses on understanding the different parts of speech and avoiding common grammatical errors. By the end of this unit, you'll have a strong foundation in argumentative writing, equipping you with the skills to craft your own persuasive essays that can influence others' opinions and actions.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.7.a. Use parallel structure across sentences and paragraphs.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative Writing**	Understanding the Purpose of Argumentative Writing	Lesson: Introduction to argumentative writing. Activity: Discussing the importance of persuasive communication.
2	**Structure of an Argumentative Essay**	Elements of an Effective Essay Structure	Lesson: Structure of an argumentative essay. Activity: Breaking down essay structure into introduction, body, and conclusion.
3	**Analyzing Model Essays**	Examining Structure and Content	Lesson: Analyzing a model essay. Activity: Studying a model argumentative essay to identify its components and effectiveness.
4	**Parts of Speech and Grammar**	Avoiding Common Grammatical Errors	Lesson: Parts of speech and common grammatical errors. Activity: Learning about parallelism and its importance in writing.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' understanding of argumentative writing concepts through a unit assessment.

Unit 20: Note-Taking and In-Text Citations

Unit Overview

In the lesson on "Demonstrate Ethical Use of the Internet," students in English Language Arts are introduced to the importance of ethical internet use in the digital age. The lesson covers key aspects such as understanding intellectual property and the significance of respecting copyright laws, avoiding plagiarism through proper citation techniques, respecting online privacy, engaging in responsible communication, and being aware of one's digital footprint. The aim is to equip students with the knowledge and skills needed to navigate the digital world safely, respectfully, and responsibly, emphasizing that with the power of the internet comes the responsibility to use it ethically. Additionally, the lesson includes guidance on effective note-taking from argumentative texts and the importance of paraphrasing and using quotations to strengthen arguments while avoiding plagiarism. These skills are crucial for students to become responsible digital citizens in today's interconnected world.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.2.i. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

9.8.e. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

9.8.f. Demonstrate ethical use of the Internet.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Ethical Internet Use**	Understanding the Digital Age and Responsibility	Lesson: Introduction to the Digital Age and Ethical Internet Use. Activity: Group discussion on the power and responsibility of internet use.
2	**Intellectual Property**	Respecting Copyright Laws	Lesson: Understanding Intellectual Property and Copyright Laws. Activity: Case study on copyright infringement scenarios.
3	**Avoiding Plagiarism**	Proper Citation Techniques	Lesson: Avoiding Plagiarism and Citing Sources. Activity: Practice citing sources and identifying instances of plagiarism.
4	**Respecting Online Privacy**	Protecting Personal Information	Lesson: Respecting Privacy Online and Personal Data Protection. Activity: Scenarios on responsible sharing of personal information.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering ethical internet use concepts from Days 1-4.

Unit 21: Types of Evidence

Unit Overview

In this lesson on "Types of Evidence," students learn the importance of using evidence in argumentative essays. Evidence is defined as anything that supports or refutes a claim. The lesson emphasizes the need for strong evidence, which should address the writing prompt and remain objective without personal opinions. Objective evidence examples are provided, including data, statistics, knowledge from professionals, and testimonials or interviews. Students are encouraged to practice identifying strong evidence from a text that argues social media's risks for teens. The lesson also briefly covers the difference between phrases and clauses in language, highlighting that clauses contain both a subject and a verb and can express complete thoughts, while phrases lack one of these elements and cannot stand alone as complete sentences.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.7.b. Use appositives, main clauses, and subordinate clauses.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Evidence**	Importance of Evidence	Lesson: Introduction to the concept of evidence in argumentative essays. Activity: Discussion on the role of evidence in forming strong arguments.
2	**Types of Evidence**	Objective vs. Personal Opinions	Lesson: Exploring various types of objective evidence. Activity: Identifying examples of objective evidence in texts.
3	**Strong Evidence Criteria**	Criteria for Strong Evidence	Lesson: Defining the criteria for strong evidence in argumentative writing. Activity: Analyzing texts to evaluate evidence strength.
4	**Applying Strong Evidence**	Identifying Strong Evidence	Lesson: Applying the criteria to identify strong evidence in practice. Activity: Practicing evidence identification from provided texts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment evaluating students' understanding of evidence types and strong evidence criteria.

Unit 22: Argumentative Essay - Introduction

Unit Overview

In this unit on argumentative writing, students will learn to craft effective introductions for their essays by incorporating a hook, bridge, and thesis statement. The curriculum also covers the distinction between independent and dependent clauses and their application in writing. Additionally, students will enhance their vocabulary by acquiring synonyms for commonly used terms in argumentative writing. As part of the coursework, they will analyze an article discussing the impact of social media on teenagers and practice drafting introductions based on a provided prompt, ultimately preparing them for the Argumentative Essay final draft in Unit 9. This unit underscores the importance of a compelling introduction to engage readers and lays the foundation for persuasive writing by emphasizing clear and debatable thesis statements while also introducing students to the complexities of sentence structure involving independent and dependent clauses.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Writing**	Crafting Effective Introductions	Lesson: Introduction to the importance of introductions. Activity: Analyzing and identifying components of an introduction
2	**Hooks**	Creating Attention-Grabbing Hooks	Lesson: Exploring various types of hooks. Activity: Practicing writing hooks for different prompts
3	**Bridges**	Building Smooth Transitions with Bridges	Lesson: Understanding the purpose of bridges. Activity: Crafting bridges to connect hooks and thesis statements
4	**Thesis Statements**	Formulating Clear and Debatable Theses	Lesson: Defining thesis statements and their role. Activity: Developing strong thesis statements
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Crafting an argumentative essay introduction based on a provided prompt

Unit 23: Argumentative Essay - Body Paragraphs

Unit Overview

In this lesson, the focus is on constructing effective body paragraphs for argumentative essays. The body paragraphs play a crucial role in convincing readers of the thesis statement through the use of claims, evidence, and reasoning. Each body paragraph consists of three key components: a topic sentence, which should present a strong claim or opinion related to the argument; evidence, which supports the topic sentence with facts, statistics, or quotations from credible sources; and reasoning, which explains how the evidence connects to the topic sentence and supports the overall thesis statement. The lesson emphasizes the importance of proper citation to avoid plagiarism and provides guidance on using transitional words to link ideas effectively. Additionally, it addresses common writing errors, such as comma splices, and offers solutions to correct them, including using appropriate conjunctions and sentence structures. Overall, this lesson provides a comprehensive framework for constructing persuasive and well-structured argumentative essays.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.7.c. Use commas and semicolons to distinguish and divide main and subordinate clauses.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

9.8.e. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative Essays**	Understanding the Structure	Lesson: Introduction to argumentative essays and their structure. Activity: Analyzing a sample argumentative essay to identify its components.
2	**Crafting Strong Topic Sentences**	Creating Persuasive Claims	Lesson: How to formulate strong topic sentences in argumentative essays. Activity: Practice writing topic sentences for given arguments.
3	**Providing Strong Evidence**	Using Facts and Statistics	Lesson: The importance of using credible evidence, facts, and statistics to support arguments. Activity: Analyzing and selecting appropriate evidence for argumentative essays.
4	**Developing Effective Reasoning**	Connecting Evidence and Claims	Lesson: Explaining the role of reasoning in connecting evidence to claims in argumentative essays. Activity: Writing reasoning sentences for provided evidence and claims.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A unit assessment to evaluate students' ability to construct persuasive argumentative essays using the concepts learned in previous lessons.

Unit 24: Argumentative Essay – Counterargument

Unit Overview

In an argumentative essay, the inclusion of a counterargument is a crucial element. It serves to present the opposing viewpoint to the writer's argument, thereby adding credibility to the essay by acknowledging alternative perspectives. By incorporating a counterargument, the writer demonstrates their thoughtful examination of different viewpoints and their confidence in their own stance. Subsequently, the rebuttal, which follows the counterargument, provides evidence and explanations that refute the opposing viewpoint, further strengthening the writer's argument and showcasing their comprehensive research and analysis of the issue from various angles. Together, the counterargument and rebuttal are indispensable components of an argumentative essay, as they significantly enhance its persuasive power and overall credibility. It is through this well-structured presentation of opposing ideas and their subsequent dismantling that an argumentative essay effectively convinces and engages its audience.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.k. Compare/contrast details in literary and informational nonfiction texts.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Counterargument**	Understanding Counterarguments	Lesson: Introduce the concept of counterarguments in argumentative essays. Activity: Analyze sample counterarguments.
2	**Opposing Argument**	Identifying Opposing Viewpoints	Lesson: Learn to identify opposing viewpoints in an essay. Activity: Practice identifying opposing arguments.
3	**Rebuttal**	Developing a Strong Rebuttal	Lesson: Understand how to construct a convincing rebuttal. Activity: Create rebuttals for given arguments.
4	**Incorporating Counterarguments**	Integrating Counterarguments Effectively	Lesson: Explore techniques to seamlessly integrate counterarguments into an essay. Activity: Rewrite essays with counterarguments.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Complete an essay that includes counterarguments and rebuttals to demonstrate mastery of the unit concepts.

Unit 25: Argumentative Essay – Conclusion

Unit Overview

In this lesson, the conclusion of an argumentative essay is discussed. The conclusion serves as the final paragraph of the essay, summarizing the key arguments made in the body. It consists of two parts: firstly, the restatement of the argument, which involves summarizing the thesis and topic sentences in a fresh way to engage the reader; secondly, the "so what?" statement, which emphasizes the importance of the thesis and encourages readers to take action or consider its significance. It is essential to avoid introducing new evidence or reasoning in the conclusion and focus on leaving the readers with a sense of closure and a clear understanding of the essay's main points. Additionally, the lesson briefly touches on the importance of using active voice in writing for clarity and efficiency, explaining the distinction between active and passive voice and providing examples to illustrate the concept.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.k. Compare/contrast details in literary and informational nonfiction texts.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.e. Communicate clearly the purpose of the writing using a thesis statement.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.7.d. Distinguish between active and passive voice.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative**	Understanding Argumentative Essays	Lesson: Introduction to the structure and purpose of argumentative essays. Activity: Brainstorming potential argumentative essay topics.
2	**Crafting Strong Arguments**	Building Persuasive Arguments	Lesson: Exploring techniques for constructing compelling arguments. Activity: Analyzing and critiquing sample arguments.
3	**Structuring Your Argument Essay**	Organizing Argumentative Essays	Lesson: Learning how to structure argumentative essays with clear introductions, body paragraphs, and conclusions. Activity: Outlining an argumentative essay.
4	**Writing Effective Conclusions**	Summarizing and Reflecting on Arguments	Lesson: Understanding the importance of effective conclusions in argumentative essays. Activity: Practicing writing impactful conclusions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing an argumentative essay with a focus on constructing strong arguments, proper structure, and compelling conclusions.

Unit 26: Argumentative Essay – Draft and In-Text Citations

Unit Overview

The lesson on MLA in-text citations covers the essential guidelines for incorporating citations within academic writing using the Modern Language Association (MLA) format. In an MLA in-text citation, the author's last name and the relevant page number are enclosed in parentheses. It elaborates on how to format citations for sources with varying numbers of authors, emphasizing the use of "et al." for three or more authors. The lesson instructs students on the proper placement of in-text citations after quotations or paraphrases and provides specific rules for block quotes. It also addresses the situation of citing multiple sources in a single set of parentheses and offers guidance for sources without page numbers, depending on their division or format, including numbered parts, plays with numbered lines, audiovisual sources, and sources with no numbered divisions.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.k. Compare/contrast details in literary and informational nonfiction texts.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.c. Analyze the author’s qualifications, viewpoint, and impact.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.e. Communicate clearly the purpose of the writing using a thesis statement.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to MLA Citation**	Understanding In-Text Citations	Lesson: Introduction to MLA in-text citations. Activity: Reviewing the importance of citations
2	**Single Author Citations**	Formatting In-Text Citations for Single Authors	Lesson: How to format in-text citations for single authors. Activity: Practice citing single-author sources
3	**Multiple Author Citations**	Formatting In-Text Citations for Multiple Authors	Lesson: How to format in-text citations for sources with multiple authors. Activity: Group citation practice
4	**Complex Citations**	Handling Complex In-Text Citation Situations	Lesson: Addressing complex citation scenarios. Activity: Analyzing and correcting citation mistakes
5	**Unit Assessment**	Synthesis of MLA Citation Concepts	Unit Assessment: Evaluation of students' ability to apply MLA in-text citation rules in practical scenarios

Unit 27: Argumentative Essay – Final Draft

Unit Overview

In this unit, students will learn how to effectively use a rubric checklist to evaluate and improve their argumentative essays. The checklist covers various essential components, including the clarity and debatability of the thesis statement, the relevance of topic sentences, the quality of evidence and citations, the handling of counterarguments, and the effectiveness of the conclusion. By applying these criteria, students will assess their writing, make necessary revisions, and ensure their essays meet the required standards, demonstrating their ability to follow instructions and submit a polished argumentative essay by the Unit 9 deadline. The checklist also includes a section for grammar, spelling, and punctuation, emphasizing the importance of clear and error-free writing.

SOL Standards

9.1.b. Credit information sources.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.e. Communicate clearly the purpose of the writing using a thesis statement.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.6.k. Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.

9.6.l. Revise writing for clarity of content, accuracy, and depth of information.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Rubric Checklist	Lesson: Introduction to the rubric checklist and its importance in essay writing. Activity: Group discussion on the components of the rubric.
2	**Thesis Statement**	Crafting a Debatable Thesis	Lesson: How to create a clear and debatable thesis statement. Activity: Practice writing thesis statements.
3	**Topic Sentences**	Supporting the Thesis	Lesson: Developing topic sentences that align with the thesis. Activity: Analyzing sample topic sentences.
4	**Evidence and Counterargument**	Strengthening Arguments	Lesson: Gathering and presenting evidence effectively and addressing counterarguments. Activity: Peer review of evidence and counterargument paragraphs.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Writing an argumentative essay applying the rubric checklist.

Unit 28: Literary Forms

Unit Overview

In this unit, students will delve into various types of writing, including narratives, literary nonfiction, drama, and poetry. They will learn about the essential elements that make up each of these forms, such as plot, characters, setting, conflict, point of view, and theme in narratives. Literary nonfiction combines facts with narrative techniques, exemplified by Anne Frank's "The Diary of a Young Girl." Drama comes to life through performance, with works like Shakespeare's "Romeo and Juliet" showcasing the dynamic interplay of dialogue, characters, and stage directions. Finally, poetry is celebrated for its use of rhythm, structure, sound, and vivid language to evoke deep emotions and thoughts. As students progress through this unit, they will gain the skills to analyze and appreciate the richness of these diverse writing styles.

SOL Standards

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.f. Explain the relationship between the author’s style and literary effect.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Writing Styles**	Understanding Writing Types	Lesson: Introduction to different writing styles. Activity: Discussing the importance of understanding diverse writing forms.
2	**Narratives**	Elements of Narratives	Lesson: Exploring the elements of narratives (plot, characters, setting, conflict, etc.). Activity: Analyzing a narrative excerpt.
3	**Literary Nonfiction**	Blending Fact and Artistry	Lesson: Understanding literary nonfiction and its characteristics. Activity: Analyzing a literary nonfiction text.
4	**Drama**	The Power of Performance	Lesson: Exploring the unique characteristics of drama. Activity: Analyzing a scene from a famous play.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment covering narratives, literary nonfiction, drama, and poetry.

Unit 29: "Mother to Son" by Langston Hughes (Metaphor, Diction, Imagery, Theme)

Unit Overview

In this unit overview, students will focus on analyzing Langston Hughes' poem "Mother to Son" to gain a deeper understanding of its message. The primary learning objective is to explore the poem's effective use of metaphor, diction, imagery, and theme. Through the examination of the extended metaphor of the crystal stair, students will uncover the profound symbolism of life's challenges. They will also delve into the carefully chosen diction and colloquial language that bring authenticity and emotional resonance to the themes of resilience, determination, and the enduring human spirit. Additionally, students will explore the vivid imagery that enhances the poem's message of perseverance and hope in the face of life's obstacles. The unit also delves into the importance of understanding the speaker's identity, tone, and point of view in interpreting the poem, as well as the various types of diction used by writers to convey their style and message. Furthermore, students will learn to recognize and appreciate the sensory aspects of poetry through imagery that engages the senses of sight, hearing, taste, touch, and smell. Lastly, the unit emphasizes the significance of identifying the central theme of the poem and how it connects to the universal aspects of the human experience, allowing readers to connect deeply with the poet's intentions and reflect on the poem's relevance to their own lives.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.

9.4.e. Analyze the cultural or social function of a literary text.

9.4.f. Explain the relationship between the author's style and literary effect.

9.4.h. Compare and contrast authors' use of literary elements within a variety of genres.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to "Mother to Son"**	Analyzing Effective Use of Metaphor	Lesson: Introduction to the poem "Mother to Son" by Langston Hughes. Explanation of metaphor as a literary device. Activity: Reading and discussing the poem, identifying the extended metaphor of the crystal stair.
2	**Understanding the Speaker**	Speaker's Identity and Perspective	Lesson: Explanation of the concept of the speaker in poetry. Identifying clues to the speaker's identity in the poem. Activity: Analyzing the poem's language, tone, and point of view to understand the speaker's emotions and perspective.
3	**Exploring Diction**	Formal and Informal Diction	Lesson: Introduction to diction in poetry, distinguishing between formal and informal diction. Activity: Analyzing examples of diction in the poem and discussing how word choice contributes to the poem's style.
4	**Engaging with Imagery**	Sensory Experience through Imagery	Lesson: Explanation of imagery in poetry, focusing on visual, hearing, taste, touch, and smell imagery. Activity: Identifying and discussing examples of imagery in the poem that engage the senses.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Students will be assessed on their understanding of metaphor, speaker, diction, and imagery in the poem "Mother to Son" by Langston Hughes.

Unit 30: “Sonnet 130” by William Shakespeare (Simile, Irony)

Unit Overview

In this unit, students will delve into William Shakespeare's "Sonnet 130" to explore the use of simile and irony in the poem. They will analyze the similes employed by the poet to portray unconventional beauty and compare them to traditional idealized descriptions, gaining insight into the underlying message of authenticity and genuine love. Additionally, by identifying the ironic elements strategically woven throughout the sonnet, learners will uncover Shakespeare's subtle critique of conventional beauty standards, nurturing critical thinking skills and a deeper appreciation for the nuances of poetic expression.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Sonnet 130**	Understanding Sonnets	Lesson: Introduction to Sonnet 130 and the sonnet form. Activity: Analyzing the structure of a sonnet
2	**Similes in "Sonnet 130"**	Identifying Similes	Lesson: Explanation of similes and their use. Activity: Identifying similes in "Sonnet 130"
3	**Authenticity and Love**	Exploring the Theme	Lesson: Analyzing the theme of authenticity and love in the sonnet. Activity: Discussing personal interpretations
4	**Irony in "Sonnet 130"**	Recognizing Irony	Lesson: Introduction to irony and its types. Activity: Identifying instances of irony in "Sonnet 130"
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will analyze "Sonnet 130," identifying similes, discussing the theme, and recognizing irony. They will also write a short essay on the poem's deeper meaning and the poet's use of literary devices.

Unit 31: "A Dream within a Dream" by Edgar Allan Poe (Symbolism, Tone)

Unit Overview

In this unit, students will explore Edgar Allan Poe's "A Dream within a Dream" to uncover its use of symbolism and evocative tone in examining themes such as transience, the illusory nature of reality, and the complexities of human emotions. Through a deep analysis of metaphorical elements, they will discover how Poe employs symbolic imagery to convey profound philosophical concepts and contemplate the fleeting essence of life and dreams. Additionally, students will learn about symbolism in poetry as a powerful literary device, where symbols align with the poem's tone and theme to convey ideas effectively. They will also delve into understanding tone in poetry, which influences the emotional atmosphere of a poem and provides insight into the poet's intentions and message.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author’s intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to "A Dream within a Dream"**	Understanding the poem's themes and symbolism	Lesson: Introduction to Edgar Allan Poe's "A Dream Within a Dream." Activity: Discussing the themes and initial analysis of the poem.
2	**Symbolism in Poetry**	Exploring symbolism in poetry	Lesson: Understanding the concept of symbolism in poetry. Activity: Analyzing symbolic elements in sample poems.
3	**Delving into Symbolic Imagery**	Analyzing metaphorical elements	Lesson: Analyzing how symbolism is used in "A Dream within a Dream." Activity: Identifying and interpreting symbolic imagery.
4	**Tone in Poetry**	Understanding tone and emotional atmosphere	Lesson: Exploring the concept of tone in poetry. Activity: Identifying and analyzing tone in selected poems.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will analyze "A Dream within a Dream," identifying symbolism, tone, and themes.

Unit 32: "The Rose That Grew from Concrete" by Tupac Shakur (Symbolism, Personification)

Unit Overview

In this unit, students will be studying "The Rose That Grew from Concrete" by Tupac Shakur, with a primary focus on symbolism and personification. The objective is to enable students to identify and analyze symbolic elements in the poem, such as the rose representing resilience and the concrete symbolizing challenging circumstances. Additionally, students will recognize instances of personification, understanding how human qualities are attributed to non-human elements in the poem. This exploration of literary devices will deepen comprehension of the poem's central message and encourage critical thinking about their use in conveying powerful themes. Symbolism, a literary device utilizing symbols to represent abstract ideas, will be a key focus, with various types of symbols explored, while personification, which attributes human traits to non-human things, will be discussed as a creative tool in poetry.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to "The Rose That Grew from Concrete"**	Symbolism in Literature	Lesson: Introduction to the unit and the concept of symbolism in literature. Activity: Discussion on the significance of symbols in storytelling.
2	**Types of Symbols in Literature**	Exploring Symbolism	Lesson: Understanding different types of symbols in literature, including objects, colors, and characters. Activity: Analyzing symbols in a short story.
3	**Symbolism in Poetry**	Symbolism in Poetry	Lesson: Exploring how symbolism is extensively used in poetry and its impact on conveying complex ideas and emotions. Activity: Analyzing symbolic elements in a poem.
4	**Introduction to Personification**	Personification in Literature	Lesson: Introduction to the concept of personification in literature and its role in giving non-human things human qualities. Activity: Identifying examples of personification in prose.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Assessment: Students will be assessed on their understanding of symbolism and personification through a written analysis of "The Rose That Grew from Concrete."

Unit 33: "O Captain! My Captain!" by Walt Whitman (Metaphor, Juxtaposition)

Unit Overview

In this unit, students will focus on analyzing Walt Whitman's poem "O Captain! My Captain!" with a primary emphasis on the use of metaphor and juxtaposition. The learning objective is to delve into the poem's literary devices, particularly the symbolic representation of a ship as the United States and a captain as President Abraham Lincoln, to explore themes of grief and loss. Through this exploration, students will gain insight into how Whitman employs powerful imagery to evoke emotions and depict the nation's mourning. Additionally, they will study the technique of juxtaposition, both visually and verbally, to contrast celebrations of victory with the sorrow of losing a beloved leader, enhancing their appreciation for the poem's ability to convey complex emotions and its historical significance as a tribute to President Lincoln. The unit also introduces the concept of elegy as a type of poem dealing with mourning and loss, emphasizing its versatility in expressing various forms of grief and reflection, not limited to the death of a loved one. Students will practice identifying and understanding metaphors and juxtapositions in literature as they explore these essential literary devices.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Unit**	Overview of Elegy and Mourning	Lesson: Introduce the unit and discuss the themes of elegy and mourning in literature. Activity: Analyze examples of elegies.
2	**"O Captain! My Captain!"**	Metaphor in Poetry	Lesson: Explore the concept of metaphor in poetry and its role in "O Captain! My Captain!" by Walt Whitman. Activity: Identify metaphors in the poem.
3	**Symbolism of the Ship**	Symbolism and Allegory	Lesson: Discuss the symbolism of the ship as the United States in the poem. Activity: Analyze allegorical elements in the poem.
4	**Mourning Lincoln**	Juxtaposition in Literature	Lesson: Explain the concept of juxtaposition and its use in portraying grief and loss. Activity: Identify instances of juxtaposition in the poem.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of metaphors, symbolism, and juxtaposition in "O Captain! My Captain!" and related concepts.

Unit 34: "No Man is an Island" by John Donne (Extended Metaphor, Point of View, Paradox)

Unit Overview

In this unit, the focus is on studying John Donne's poem "No Man is an Island" with the aim of analyzing its literary devices, including an extended metaphor, point of view, and paradox. By the end of the lesson, students are expected to identify and explain how Donne uses the metaphor of an island to convey the interconnectedness of humanity, examine the impact of the poem's unique perspective, and grasp the paradoxical theme that emphasizes both individuality and the inherent unity of all individuals as an integral part of the human experience. The lesson introduces the concept of an extended metaphor, illustrating how it extends throughout a piece of writing to enhance understanding. It also discusses different points of view in storytelling, highlighting how the choice of perspective affects the reader's experience. Lastly, it delves into paradoxes, explaining the two main types and their role in literature and rhetoric, challenging readers to think deeply and adding complexity to writing.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author’s specific word choices and syntax impact the author’s purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.h. Evaluate clarity and accuracy of information.

9.5.i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to John Donne's Poem**	Literary Analysis and Extended Metaphors	Lesson: Introduction to John Donne's poem "No Man is an Island" and the concept of extended metaphors. Activity: Discussion and analysis of examples of extended metaphors in literature.
2	**Extended Metaphor**	Understanding Extended Metaphors	Lesson: In-depth exploration of extended metaphors, their purpose, and examples. Activity: Students create their extended metaphor in writing or discussion.
3	**Point of View**	Types of Narrative Perspectives	Lesson: Explanation of different narrative points of view (first-person, second-person, third-person) and their impact. Activity: Identifying and analyzing point of view in texts.
4	**Paradox**	Exploring Literary Paradoxes	Lesson: Introduction to paradoxes, both logical and situational. Activity: Analyzing paradoxical statements in literature and discussing their deeper meanings.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Assessment: Unit assessment to evaluate students' understanding of extended metaphors, point of view, and paradoxes in literature.

Unit 35: "Women" by Alice Walker (Imagery, Metaphor)

Unit Overview

In this unit overview, students will delve into Alice Walker's "Women" to explore the use of imagery and metaphor, alongside the intersection of poetry and activism. The objective is to uncover the intricate literary devices and figurative language employed by the author, showcasing the resilience, strength, and collective struggles of women. Through this study, learners will gain a deeper understanding of how poetic imagery and metaphor enhance the poem's themes while also discovering the potent connection between poetry and activism. Alice Walker's work exemplifies how art can serve as a vehicle for social commentary and change, particularly in the context of women's empowerment and social justice, making it a rich and enlightening exploration.

SOL Standards

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.

9.4.e. Analyze the cultural or social function of a literary text.

9.4.f. Explain the relationship between the author's style and literary effect.

9.4.h. Compare and contrast authors' use of literary elements within a variety of genres.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Alice Walker's "Women"**	Literary Devices and Figurative Language	Lesson: Introduction to the unit and Alice Walker's "Women". Activity: Discussion on the importance of literary devices and figurative language in poetry.
2	**Exploring Imagery in "Women"**	Visual, Auditory, and Tactile Imagery	Lesson: Understanding different types of imagery in poems. Activity: Analyzing imagery in excerpts from "Women"
3	**Metaphors in Poetry**	The Power of Metaphor	Lesson: Introduction to metaphors in poetry. Activity: Identifying metaphors in selected poems
4	**Poetry and Activism**	The Connection Between Art and Social Change	Lesson: Exploring the role of poetry in activism. Activity: Analyzing activist poems from various poets
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will analyze a poem, identifying and explaining its use of imagery and metaphors. They will also discuss its connection to activism and social change.

Unit 36: Poetry Assessment - Identifying Elements of Poetry

Unit Overview

In this unit overview, students will delve into the world of poetry analysis by focusing on the learning objective of "Identifying Elements of Poetry." Through the examination of two renowned poems, "Caged Bird" by Maya Angelou and "Sympathy" by Paul Lawrence Dunbar, they will gain a comprehensive understanding of poetic elements such as imagery, metaphor, simile, tone, mood, and symbolism. By closely dissecting the literary devices employed by these esteemed poets, students will not only interpret the poems' deeper meanings but also appreciate their emotional impact, thereby enhancing their critical reading and analytical skills within the realm of poetry. The unit also explores the essence of poetry itself, highlighting its unique qualities in terms of language, sound, and form, emphasizing how it demands careful attention to words and their intricacies.

SOL Standards

9.2.b. Determine the purpose of the media message and its effect on the audience.

9.2.d. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

9.2.e. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

9.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

9.4.c. Interpret how themes are connected across texts.

9.4.d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.

9.4.f. Explain the relationship between the author’s style and literary effect.

9.4.h. Compare and contrast authors’ use of literary elements within a variety of genres.

9.4.i. Analyze how the author's specific word choices and syntax impact the author's purpose.

9.4.j. Make inferences and draw conclusions using references from the text(s) for support.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**What is a Poem?**	Understanding the Essence of Poetry	Lesson: Exploring the unique qualities of poetry, including language, sound, and form. Activity: Analyzing sample poems to identify their distinct features.
2	**"Caged Bird" by Maya Angelou**	Imagery and Figurative Language in Poetry	Lesson: Examining Maya Angelou's use of imagery in her poem. Activity: Analyzing excerpts from "Caged Bird" to identify and discuss figurative language.
3	**"Sympathy" by Paul Lawrence Dunbar**	Influence and Symbolism in Poetry	Lesson: Exploring the influence of Paul Laurence Dunbar on Maya Angelou. Activity: Analyzing symbolism in "Caged Bird" and its connection to Dunbar's work.
4	**Tone, Mood, and Theme in Poetry**	Identifying Emotional Elements in Poetry	Lesson: Understanding the concepts of tone, mood, and theme in poetry. Activity: Analyzing how tone and mood contribute to the theme in "Caged Bird."
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate students' ability to identify and analyze elements of poetry in "Caged Bird" and demonstrate their understanding of the unit.

Unit 37: Literary and Informational Nonfiction Text

Unit Overview

In the upcoming units, students will explore the world of nonfiction literature, delving into the distinction between literary nonfiction, such as memoirs and biographies, and informational nonfiction, including textbooks and scientific articles. The focus will be on comparing and contrasting these genres by examining their styles, language, and purposes. Literary nonfiction engages readers emotionally through narrative and emotional language, while informational nonfiction provides clear, factual information to educate. By the end of the unit, students will be adept at identifying the characteristics of each type of text, enhancing their reading and analytical skills. The key vocabulary and concepts covered include nonfiction, literary nonfiction, memoir, biography, textbook, scientific article, compare and contrast, narrative, emotional language, factual information, style, language, and purpose. The unit aims to connect students with the real world through nonfiction literature, fostering understanding and critical thinking.

SOL Standards

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

9.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4.a. Identify the characteristics that distinguish literary forms.

9.4.e. Analyze the cultural or social function of a literary text.

9.4.k. Compare/contrast details in literary and informational nonfiction texts.

9.4.l. Use reading strategies to monitor comprehension throughout the reading process.

9.5.a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.

9.5.c. Analyze the author's qualifications, viewpoint, and impact.

9.5.d. Recognize an author's intended purpose for writing and identify the main idea.

9.5.f. Identify characteristics of expository, technical, and persuasive texts.

9.5.h. Evaluate clarity and accuracy of information.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.5.l. Use the reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Nonfiction**	Understanding Nonfiction	Lesson: Introduce the concept of nonfiction, its importance, and its various types. Activity: Explore examples of nonfiction texts and discuss their characteristics.
2	**Literary Nonfiction**	Literary Nonfiction Overview	Lesson: Explore the genre of literary nonfiction, focusing on its narrative style and emotional language. Activity: Analyze excerpts from memoirs and discuss their impact on readers.
3	**Informational Nonfiction**	Informational Nonfiction Overview	Lesson: Examine informational nonfiction, emphasizing clarity and factual content. Activity: Review scientific articles and discuss their structure and purpose.
4	**Comparing and Contrasting Genres**	Comparing Literary and Informational	Lesson: Teach students how to compare and contrast literary and informational nonfiction, including style, language, and purpose. Activity: Analyze two different nonfiction texts and identify their key differences.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate students' understanding of nonfiction genres, styles, and language. Students will be asked to compare and contrast two provided texts and answer questions based on the unit concepts.

Unit 38: Core Concepts of Media Literacy

Unit Overview

In this unit on media literacy, students will delve into the world of media by employing the Five Core Concepts and Five Key Questions to critically examine and assess media messages. These fundamental principles serve as the cornerstone of their media literacy journey, equipping them with the necessary understanding to navigate today's media landscape effectively. The unit explores the definition of media and the distinction between media and medium. It emphasizes the importance of distinguishing between the message and the medium in communication. Throughout the unit, students engage in activities such as brainstorming what constitutes media, categorizing media types, creating personal media inventories, and analyzing advertisements. They also learn about the 5 Core Concepts of Media Literacy, which involve understanding the constructed nature of media messages, the creative language used, different interpretations by individuals, embedded values and viewpoints, and the motives behind media messages. Ultimately, this unit aims to empower students to become discerning media consumers capable of critically analyzing and making informed decisions about the media they encounter in today's digital age.

SOL Standards

9.1.d. Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.

9.1.e. Assume responsibility for specific group tasks.

9.1.f. Share responsibility for collaborative work.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.1.h. Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.

9.1.i. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

9.1.j. Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).

9.2.a. Analyze and interpret special effects used in media messages.

9.2.b. Determine the purpose of the media message and its effect on the audience.

9.2.c. Analyze the purpose of information and persuasive techniques used in diverse media formats.

9.2.d. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

9.2.e. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

9.2.f. Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.

9.2.g. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.

9.2.h. Monitor, analyze, and use multiple streams of simultaneous information.

9.2.i. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

9.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.5.j. Differentiate between fact and opinion and evaluate their impact.

9.8.f. Demonstrate ethical use of the Internet.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Media Literacy**	Defining Media	Lesson: Define what media is and its significance in daily life. Activity: Brainstorming session to explore what constitutes media.
2	**Media vs. Medium**	Understanding Communication	Lesson: Explain the distinction between media and medium, emphasizing their roles in communication. Activity: Discussion and examples to illustrate the concept of message and medium.
3	**Categorizing Media Messages**	Critical Analysis	Lesson: Introduce the categorization of media messages into Persuade, Entertain, and Inform. Activity: Analyzing examples to categorize different types of media messages.
4	**5 Core Concepts of Media Literacy**	Media Analysis	Lesson: Present the 5 Core Concepts of Media Literacy, emphasizing their importance in understanding media messages. Activity: Discussing and analyzing media messages based on the 5 Core Concepts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate students' understanding of media literacy concepts through a comprehensive assessment that includes analyzing media messages, distinguishing between message and medium, and applying the 5 Core Concepts to real-world examples.

Unit 39: Make Strategic Use of Multimodal Tools

Unit Overview

In this unit, students will delve into the strategic use of multimodal tools in learning, emphasizing the importance of diverse presentation methods. This includes integrating text, audio, visual aids, and digital media to accommodate various learning styles and foster creativity. Students will learn how to effectively utilize tools such as PowerPoint, Google Slides, MP3 files, and MP4 videos in different educational contexts, preparing them for multimedia-centric academic and professional environments. The objective is to equip students with the ability to select and combine these tools to enhance understanding and communication. This unit emphasizes the evolving nature of information presentation, catering to both academic and professional spheres, and enhancing communication and idea sharing through diverse methods. Students will also explore the concept of self-reflection in group work, recognizing the importance of understanding their role in collaborative projects. Additionally, the unit introduces a creative project where students conduct interviews with animals, incorporating research, imagination, and various presentation methods such as MP4 videos, MP3 audio, interactive slideshows, and podcasts to showcase their findings. These skills are seen as essential in today's digital and multimedia-centric world, enhancing learning and communication in various settings.

SOL Standards

9.1.a. Make strategic use of multimodal tools.

9.1.b. Credit information sources.

9.1.d. Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.

9.1.e. Assume responsibility for specific group tasks.

9.1.f. Share responsibility for collaborative work.

9.1.g. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

9.1.h. Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.

9.1.i. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

9.1.j. Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Multimodal Learning**	Importance of Multimodal Learning	Lesson: Introduction to multimodal learning. Activity: Discussion on the importance of diverse presentation methods
2	**Diverse Presentation Methods**	Integration of Text, Audio, Visuals, and Digital Media	Lesson: Exploring diverse presentation methods. Activity: Analyzing examples of presentations with diverse elements
3	**Examples and Tools**	Effective Use of Tools	Lesson: Understanding examples of diverse presentations. Activity: Identifying tools for creating diverse presentations
4	**Strategic Use of Tools**	Matching Tools to Tasks	Lesson: Strategies for matching tools to specific tasks. Activity: Practice in selecting appropriate tools
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Assessing students' ability to apply multimodal tools strategically in a presentation context

Virtual Learning Academy

Language Arts

English 10

Unit 1: WRITING: THE BASICS - THE WRITING PROCESS

Unit Overview

In this lesson, you will learn about an overview of the writing process for emphasizing the importance of conveying ideas effectively. The lesson breaks down the writing process into five steps: Read & Take Notes, Plan, Draft, Revise & Edit, and Publish. It emphasizes the need to read and take notes on stimulus passages, create a plan, develop a clear thesis statement, organize ideas into an outline, draft well-constructed paragraphs, revise for focus and structure, and edit for grammar and punctuation. The lesson also mentions the importance of using transitions to connect ideas and provides an example of a rubric for evaluating the quality of students' responses. Additionally, it briefly introduces a grammar lesson on subjects and predicates.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.m. Revise writing for clarity of content, accuracy, and depth of information.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to State Assessment**	Understanding the Writing Process	Lesson: Overview of the writing process for the State Assessment. Activity: Introduction and discussion of the importance of effective writing.
2	**Read & Take Notes**	Note-taking Strategies	Lesson: Techniques for taking effective notes from stimulus passages. Activity: Practice note-taking using a sample passage.
3	**Plan**	Developing a Thesis Statement and Outline	Lesson: Creating a clear thesis statement and outlining ideas. Activity: Guided practice in developing a thesis and outline.
4	**Draft**	Crafting Well-Constructed Paragraphs	Lesson: Constructing paragraphs with a logical flow. Activity: Practice drafting paragraphs based on outlines.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate student's understanding of the writing process and their ability to apply it.

Unit 2: WRITING: THE BASICS - FORMAL LANGUAGE AND TRANSITIONS

Unit Overview

In this lesson, the focus is on the importance of using a formal style and objective tone in writing. The lesson highlights that the audience and purpose of your writing should influence your choice of language and tone. It distinguishes between informal language, typically used in casual communication, and formal language, recommended for academic and work-related writing, which avoids slang, contractions, and nonstandard grammar. Additionally, the lesson emphasizes the need to maintain an objective tone in formal writing, which should be straightforward, impersonal, and unbiased. The importance of transitions in writing, which help connect ideas smoothly, is also discussed. Finally, the lesson introduces the concept of independent clauses as a fundamental building block of complete sentences.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Formal Writing**	Importance of Audience and Purpose	Lesson: Understanding how audience and purpose influence writing. Activity: Analyzing examples of informal and formal language.
2	**Formal Language and Tone**	Differentiating Formal and Informal Language	Lesson: Explaining the distinction between formal and informal language. Activity: Identifying formal language in sample texts.
3	**Objective Tone**	Maintaining Objectivity in Writing	Lesson: Defining objective tone and its significance. Activity: Rewriting sentences to make them more objective.
4	**Transitions in Writing**	Using Transitions for Coherence	Lesson: Teaching the importance of transitions in writing. Activity: Adding transitions to paragraphs to improve flow.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' understanding of formal writing, formal language, objective tone, and transitions through a unit assessment.

Unit 3: WRITING: THE BASICS - TEXTUAL EVIDENCE AND I.C.E.

Unit Overview

The lesson on "Textual Evidence" emphasizes the importance of using Explicit Textual Evidence to support ideas and opinions when reading and writing about a text. It highlights that providing direct facts from the text is crucial to be taken seriously and to prove understanding. The acronym I.C.E. (Introduce, Cite, Explain) is introduced as a method to seamlessly incorporate textual evidence into writing, emphasizing the need to introduce quotes, provide citations, and explain how the evidence supports the main ideas. The lesson also encourages students to practice this skill by analyzing text excerpts and incorporating textual evidence effectively.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Textual Evidence**	Importance of Textual Evidence	Lesson: Introduce the concept of using textual evidence to support ideas. Activity: Discuss why it's essential to cite evidence from the text.
2	**What is Explicit Textual Evidence**	Definition of Explicit Textual Evidence	Lesson: Define Explicit Textual Evidence and its components. Activity: Practice identifying examples of Explicit Textual Evidence in a text.
3	**Incorporating Textual Evidence**	I.C.E. (Introduce, Cite, Explain)	Lesson: Explain the I.C.E. acronym for incorporating textual evidence. Activity: Practice using I.C.E. to analyze and write about a text.
4	**Analyzing Text Excerpts**	Applying Textual Evidence	Lesson: Provide examples of analyzing text excerpts with textual evidence. Activity: Analyze text excerpts and write responses using I.C.E.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities: Unit assessment to evaluate students' understanding of using textual evidence effectively.

Unit 4: LITERARY ELEMENTS AND TECHNIQUES

Unit Overview

In this unit, students will delve into the world of literature, exploring essential elements and techniques. They will uncover the significance of setting, a vital component that shapes the story's backdrop, mood, and atmosphere. Imagery, another powerful literary tool, will be explored to understand its role in painting vivid pictures in readers' minds. Figurative language, including metaphors and similes, will be dissected for its ability to create expressive comparisons. The lesson will delve into the importance of recognizing tone and mood, which convey the author's attitude and emotional atmosphere in a text. Conflict, a driving force in storytelling, will be examined through various types, including internal struggles and battles with nature or society. Lastly, students will uncover the world of symbolism, where objects and events carry deeper meanings, and themes, recurring ideas that prompt contemplation and understanding, will be at the heart of literary exploration.

SOL Standards

10.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Setting**	The Role of Setting in Literature	Lesson: Understanding the significance of setting in storytelling. Activity: Analyzing the setting in a given text.
2	**Imagery**	Creating Vivid Mental Images	Lesson: Exploring the use of imagery in literature and its impact on readers. Activity: Creating imagery in writing.
3	**Figurative Language**	Metaphors and Similes	Lesson: Diving into the world of figurative language, specifically metaphors and similes. Activity: Writing metaphors and similes.
4	**Tone and Mood**	Conveying Emotions in Text	Lesson: Understanding tone and mood in literature. Activity: Identifying tone and mood in passages.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive unit assessment covering setting, imagery, figurative language, tone, mood, and more.

Unit 5: READING LITERATURE: NARRATIVE FICTION

Unit Overview

This lesson on narrative writing introduces the concept of storytelling as the essence of narrative writing. It distinguishes fiction writing as the creation of imaginative stories and emphasizes the analysis of characters, settings, mood, and events to extract meaning from narrative fiction. The central idea of a fiction story is referred to as the theme, and the theme litmus test is introduced as a tool for theme identification. The lesson also discusses the explicit and implicit details in a story and highlights the importance of timing and pacing in storytelling, showing how they contribute to maintaining reader interest and atmosphere. Additionally, the lesson touches upon structural choices made by authors, such as character development through contrasts and the use of flashbacks to provide additional information. Finally, the lesson briefly mentions context clues, synonyms, and the concept of symbols before transitioning into a grammar review on complex and compound-complex sentences.

SOL Standards

10.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.4.a. Make inferences and draw conclusions using references from the text(s) for support.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.7.b. Use complex sentence structure to infuse sentence variety in writing.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Narrative Fiction**	Narrative Writing Basics	Lesson: Introduction to narrative writing, defining narrative and fiction. Activity: Discussion on what makes a story.
2	**Elements of Fiction**	Character, Setting, and Mood	Lesson: Exploring characters, settings, and mood in narrative fiction. Activity: Analyzing characters and settings in a short story.
3	**Theme and Analysis**	Theme and the Theme Litmus Test	Lesson: Understanding the central idea in fiction writing - the theme. Activity: Theme identification using the theme litmus test.
4	**Storytelling Techniques**	Timing, Pacing, and Structural Choices	Lesson: Importance of timing, pacing, and structural choices in storytelling. Activity: Analyzing how pacing affects the theme in different stories.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate understanding of narrative writing concepts and analysis skills.

Unit 6: READING LITERATURE: MYTH

Unit Overview

In this lesson, students are introduced to the concept of myths as traditional stories that explain early history, natural or social phenomena, and often involve supernatural beings or events. Myths commonly feature ruling gods, goddesses, deities, and heroes with god-like qualities but lower status than gods. The lesson emphasizes that myths exist in every society and serve as fundamental elements of human culture, primarily functioning to teach moral lessons and explain historical events. Additionally, the lesson briefly touches on character development in literature, distinguishing between protagonists and antagonists, dynamic and static characters, and round characters. The unit focuses on the myth of Midas and encourages students to analyze complex characters and themes in literary works.

SOL Standards

10.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Myths**	Understanding Myths	Lesson: Introduction to myths as traditional stories. Activity: Discussion on the definition and purpose of myths.
2	**Mythical Characters**	Types of Mythical Characters	Lesson: Exploring different types of characters in myths. Activity: Analyzing examples of protagonists, antagonists, and dynamic characters in myths.
3	**Functions of Myths**	The Role of Myths in Society	Lesson: Discussing the functions of myths in culture. Activity: Identifying moral lessons and historical explanations in myths.
4	**Character Development in Literature**	Character Development Concepts	Lesson: Introduction to character development in literature. Activity: Differentiating between dynamic, static, and round characters.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering myth concepts and character development in literature.

Unit 7: READING LITERATURE - Fables

Unit Overview

Fables are short narrative stories that often feature animals or inanimate objects as characters, conveying moral lessons or ethical guidelines. These stories personify human qualities within their characters, such as greed, kindness, or wisdom, and conclude with a moral message. An example, "The Tortoise and the Hare," illustrates the moral that "Slow and steady wins the race," emphasizing the perils of overconfidence and the value of consistent effort. Fables serve as effective tools to impart important life lessons to children in an engaging and accessible manner. They are distinct from fairy tales, which focus more on entertainment and may not necessarily include a moral lesson. Additionally, fables are part of a broader category of storytelling, which includes myths, legends, and fairy tales, each with its own unique characteristics and purposes. Aesop's Fables, written by the famous fable writer Aesop around 550 B.C., are notable examples that often revolve around themes of equality, justice, and virtuous behavior, providing valuable lessons for readers. Two of Aesop's well-known fables include "The Ant and the Grasshopper," teaching the importance of preparation, and "The Country Mouse and the City Mouse," emphasizing the value of safety over indulgence.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fables**	Understanding Fables and Their Purpose	Lesson: Introduction to what fables are and their role in conveying moral lessons. Activity: Discussion of famous fables and their morals.
2	**Characteristics of Fables**	Identifying Elements of Fables	Lesson: Exploring the characteristics that define a fable, including anthropomorphic characters. Activity: Analyzing examples of fables.
3	**The Moral in Fables**	Discovering the Moral in Fables	Lesson: How to identify the moral lesson within a fable's narrative. Activity: Analyzing fables for their morals.
4	**Aesop's Fables and Their Themes**	Exploring Aesop's Contributions	Lesson: Learning about Aesop's life and the themes in his fables. Activity: Reading and discussing Aesop's fables.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' understanding of fables, morals, and their ability to analyze and discuss fables.

Unit 8: READING LITERATURE - POETRY

Unit Overview

In this lesson, students are introduced to the concept of poetry as a form of writing that uses carefully chosen and arranged words to convey strong images, messages, and emotions through meaning, sound, and rhythm. It emphasizes that poetry has a distinct structure characterized by lines and stanzas, which differ from the capitalization and punctuation rules of prose. The lesson also discusses the use of figurative language by poets to create vivid imagery and provoke emotions. It explores elements such as point of view, theme, and tone, highlighting how these aspects contribute to the overall meaning and impact of a poem. Additionally, the lesson briefly touches on the difference between active and passive voice in writing. Students are encouraged to practice identifying the tone of poems and engage in various exercises related to poetry analysis and literary concepts.

SOL Standards

10.3.d. Explain the meaning of common idioms.

10.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.7.c. Distinguish between active and passive voice.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Poetry**	Understanding Poetry as a Writing Form	Lesson: Introduction to the concept of poetry. Activity: Discussing basic poetry elements.
2	**Poetry Structure**	Lines and Stanzas	Lesson: Exploring the structure of poetry with a focus on lines and stanzas. Activity: Analyzing poem structures.
3	**Figurative Language**	Use of Figurative Language in Poetry	Lesson: Introducing figurative language in poetry. Activity: Identifying figurative language in poems.
4	**Point of View, Theme, Tone**	Understanding Poetic Elements	Lesson: Exploring point of view, theme, and tone in poetry. Activity: Analyzing poems for these elements.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Assessing students' understanding of poetry concepts covered in the unit.

Unit 9: READING LITERATURE - DRAMA

Unit Overview

In this lesson, we explore the elements of drama, which is a form of storytelling designed for performance by actors. Similar to other types of fiction, dramas encompass settings, plots, characters, and themes, but the distinctive aspect lies in how these elements are presented. Dramas follow a specific structural format, with the majority of the narrative conveyed through the dialogue and actions of the characters. This lesson also delves into literary elements such as setting, which sets the mood of the drama, and theme, which conveys the central message. It introduces the concept of irony, where unexpected contrasts create suspense or humor in a play, and explores different forms of irony, including dramatic, verbal, and situational. Additionally, the lesson provides practice exercises and resources for further understanding the elements of drama and literary devices.

SOL Standards

10.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.a. Analyze text features and organizational patterns to evaluate the meaning of texts.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Drama**	Understanding the Elements of Drama	Lesson: Introduction to the concept of drama and its key elements. Activity: Discussion on the components of drama.
2	**Setting and Theme**	Exploring Setting and Theme in Drama	Lesson: Detailed exploration of how setting and theme impact a drama. Activity: Analyzing examples of settings and themes in plays.
3	**Types of Irony**	Identifying Different Types of Irony	Lesson: Explanation of dramatic, verbal, and situational irony in drama. Activity: Practicing identifying these forms of irony.
4	**Dramatic Devices**	Understanding Dramatic Devices in Drama	Lesson: Introduction to various dramatic devices used to convey characters' thoughts and feelings. Activity: Analyzing examples from Shakespeare's "Romeo and Juliet."
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment to evaluate understanding of drama elements, setting, theme, irony, and dramatic devices.

Unit 10: WRITING - REVIEW

Unit Overview

In this lesson, you will delve into the I.C.E. (Introduce, Cite, Explain) method, a fundamental technique in academic writing. This method serves as the cornerstone of sound expository and literary analysis writing, crucial for crafting compelling and substantiated essays. Through mastery of the I.C.E. method, you'll enhance your writing to a more scholarly and persuasive level, proficient at seamlessly integrating evidence and drawing nuanced conclusions. This lesson breaks down each element of the I.C.E. strategy, starting with the introduction, where you learn to set the stage for your citations, aligning them with your thesis statement or paragraph's point. Next comes the 'Cite' component, which emphasizes quoting, paraphrasing, or summarizing information from reliable sources while integrating it naturally into your narrative or analysis. It's crucial to follow specific formatting guidelines like A.P.A., M.L.A., or Chicago for citations. Finally, the 'Explain' part of the method becomes pivotal, requiring you to elucidate why the cited evidence supports your argument, connecting the dots for your readers. The lesson also covers the distinctions between quoting, paraphrasing, and summarizing, offering guidance on when to use each technique. Quoting involves preserving the exact words and phrasing of a source, while paraphrasing rephrases the material in your words while maintaining the original meaning. Summarizing condenses a larger work into a brief overview, focusing on key points. Each of these methods should be cited properly, even when paraphrasing or summarizing, to honor the original author's work. The lesson concludes with an introduction to M.L.A. in-text citations, detailing how to cite sources with one author, two authors, or more than two authors, and how to handle page numbers for citations spanning multiple pages or non-consecutive pages.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.7.d. Use colons correctly.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

10.8.e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to I.C.E. Method**	Understanding I.C.E. in Academic Writing	Lesson: Introduction to the I.C.E. method. Activity: Exploring the importance of introducing evidence
2	**Introduce Component**	Effective Ways to Introduce Evidence	Lesson: Mastering the 'Introduce' component. Activity: Practice crafting introductions aligned with thesis
3	**Cite Component**	Proper Techniques for Citing Sources	Lesson: Proficiency in the 'Cite' component. Activity: Quoting, paraphrasing, and summarizing exercises
4	**Explain Component**	The Critical Role of Explanation	Lesson: The significance of 'Explain'. Activity: Connecting evidence to arguments with clear explanations
5	**Unit Assessment**	Synthesis of I.C.E. Method Concepts	Assessment: Evaluate students' ability to apply the I.C.E. method in a writing assignment.

Unit 11: READING LITERATURE - PAIRED TEXTS

Unit Overview

In this lesson, students are introduced to the concept of how different artists or authors can create unique interpretations of the same subject or theme based on the details they choose to highlight. The analogy is drawn between two artists painting a beach scene and fiction authors writing about a similar theme, plot, or character. The lesson emphasizes the skill of comparing and contrasting two fiction texts based on a common theme, which will be the focus of the unit. Students are then provided with two passages, one from "A Book of Myths" by Jean Lang and the other from "The Masque of Pandora" by Henry Wadsworth Longfellow, both centered around the myth of Pandora. The passages showcase how different authors can present the same myth in distinct ways, setting the stage for a comparative analysis of the texts. Additionally, the lesson briefly touches on grammar rules related to the use of commas.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Interpreting Art and Fiction	Lesson: Introduce the concept of interpreting art and fiction through artist and author choices. Activity: Discuss and analyze two paintings with different styles but the same subject.
2	**Comparing Art**	Details and Interpretation	Lesson: Explore how details impact interpretation in art. Activity: Analyze a painting and identify details that influence its meaning.
3	**Comparing Fiction**	Choice of Medium	Lesson: Discuss how authors' choices of medium affect their stories. Activity: Analyze excerpts from two fiction texts with similar themes.
4	**Comparative Analysis**	Comparing and Contrasting	Lesson: Teach the skills of comparing and contrasting fiction texts. Activity: Compare and contrast the two fiction excerpts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' ability to compare and contrast fiction texts based on a common theme.

Unit 12: WRITING - WHAT IS A LITERARY ANALYSIS ESSAY?

Unit Overview

In the lesson titled "Literary Analysis Defined," students learn that literary analysis involves closely examining small parts of a literary work to understand how they contribute to the overall meaning. This type of analysis focuses on elements such as plot/structure, character, setting, and various literary techniques employed by the author to convey meaning. The lesson introduces the concept of a Literary Analysis Essay, which is an expository essay that explores how these elements are used by the author to create significance and often centers around a theme or main idea about life. Similar to argumentative and informative essays, a Literary Analysis Essay typically consists of an introduction, body paragraphs that present main points with textual evidence, and a conclusion. Furthermore, students are informed that this essay is to be written in a formal tone and must be based on at least two texts provided for reading. The lesson also offers examples of prompts for literary analysis essays, showcasing the types of comparative and analytical tasks students may encounter, encouraging them to use textual evidence in their responses to support their analysis of literary themes, character reactions, and more.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

Day	Section	Key Concept	Lesson/Activity
1	**Literary Analysis Introduction**	What is Literary Analysis	Lesson: Introduction to Literary Analysis, defining analysis and its role in literature. Activity: Discussion on analyzing small parts in literature.
2	**Elements of Literary Analysis**	Focus on Literary Elements	Lesson: Exploration of key literary elements like plot, character, setting, and techniques. Activity: Identifying these elements in a short story.
3	**Literary Analysis Essay Structure**	Structure of a Literary Analysis Essay	Lesson: Introduction to the structure of a Literary Analysis Essay, including introduction, body, and conclusion. Activity: Outlining an essay structure.
4	**Literary Analysis Prompts**	Analyzing Prompts for Essays	Lesson: Understanding different types of literary analysis prompts and their requirements. Activity: Analyzing sample prompts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment, where students write a Literary Analysis Essay based on a provided prompt, applying concepts learned throughout the unit.

Unit 13: WRITING - LITERARY ANALYSIS ESSAY NOTE TAKING & THESIS DEVELOPMENT

Unit Overview

In this lesson, students will work on constructing a literary analysis essay based on a specific prompt that requires them to compare the reactions of Apollo in "Apollo and Hyacinthus" and the speaker in the poem "Annabel Lee" to the loss of loved ones. The lesson begins by emphasizing the importance of efficient note-taking to gather textual evidence for their essays. Students are guided on how to take notes, with a focus on quotations, summaries, and paraphrases from the provided passages. The lesson also includes a thesis development exercise using a formula to craft a thesis statement for the upcoming essay. Additionally, there is a brief review of appositive phrases to enhance students' grammar skills. Throughout the lesson, students are encouraged to engage with the texts and prepare for the essay-writing process step by step.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Literary Analysis**	Understanding the Prompt	Lesson: Introduction to the unit and the essay prompt. Activity: Reading and discussing the prompt
2	**Note-Taking Techniques**	Efficient Note-Taking	Lesson: Teaching note-taking strategies for literary analysis. Activity: Practice taking efficient notes
3	**Developing a Thesis**	Crafting a Thesis Statement	Lesson: Explaining how to develop a thesis statement. Activity: Students create their own thesis statements
4	**Grammar Review**	Appositive Phrases	Lesson: Reviewing appositive phrases in writing. Activity: Identifying and creating appositive phrases
5	**Unit Assessment**	Synthesis of Unit Concepts and Analysis	Assessment: Students complete a literary analysis essay based on the provided prompt

Unit 14: WRITING; LITERARY ANALYSIS ESSAY - THE INTRODUCTION

Unit Overview

In this unit, you will be developing the introduction for your Literary Analysis essay. Over the next few units, you will be constructing a Literary Analysis essay based on a prompt that requires you to compare how Apollo reacts to losing his friend and how the speaker in the poem reacts to losing his love, using information from the provided texts. An introduction is the opening of your essay, which includes a hook to grab the reader's attention, background information about the texts, and a thesis statement that will guide your essay. Your thesis will be the controlling idea of your entire essay, and the introduction will start broad and become more specific. You can use the provided model outline as a guide, and in this unit, you'll develop your own introduction outline based on the prompt. Additionally, the lesson covers grammar review on misplaced modifiers and dangling participles to enhance your writing skills.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Literary Analysis**	Understanding Literary Analysis	Lesson: Introduction to the unit and the concept of Literary Analysis. Activity: None for Day 1.
2	**Prompt Analysis**	Analyzing the Essay Prompt	Lesson: Analyzing the essay prompt for comparing Apollo and the poem's speaker. Activity: Analyzing the provided passages.
3	**Introduction Structure**	Components of an Introduction	Lesson: Explaining the structure of an introduction with a focus on hooks, background information, and thesis statements. Activity: Identifying these elements in provided model outlines.
4	**Developing Your Introduction**	Creating an Introduction Outline	Lesson: Guiding students in developing their own introduction outlines for the essay. Activity: Students create their introduction outlines based on the provided prompt.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment where students apply their knowledge of Literary Analysis and introduction structure to write an introduction for the given prompt.

Unit 15: WRITING; LITERARY ANALYSIS ESSAY - THE BODY

Unit Overview

In this unit, you will focus on developing the body paragraphs for your Literary Analysis essay, which will be based on a prompt that involves comparing the reactions of Apollo in the text "Apollo and Hyacinthus" and the speaker in the poem "Annabel Lee" to the loss of loved ones. You will construct two body paragraphs, one for each text you are comparing. Each body paragraph will consist of a topic sentence that addresses how the text responds to the prompt, followed by textual evidence with citations, explanations of how the evidence supports the topic sentence, and a wrap-up sentence connecting the paragraph back to the thesis. Throughout the unit, you will be reminded to introduce, cite, and explain your textual evidence using the I.C.E. acronym. Additionally, you will be provided with guidelines for avoiding sentence fragments in your writing. This unit is a crucial step in building your Literary Analysis essay gradually, and it will help you analyze and compare the reactions of the characters in the provided texts.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Literary Analysis Basics	Lesson: Introduction to Literary Analysis and the Prompt. Activity: Discussing the Prompt
2	**Body Paragraph Structure**	Structure of Body Paragraphs	Lesson: Understanding the Structure of Body Paragraphs. Activity: Analyzing Model Paragraphs
3	**Textual Evidence and I.C.E.**	Incorporating Textual Evidence	Lesson: Using Textual Evidence and the I.C.E. Method. Activity: Practice with Quotations
4	**Wrap-Up Sentences**	Crafting Effective Wrap-Up Sentences	Lesson: Creating Strong Wrap-Up Sentences. Activity: Writing Wrap-Up Sentences
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing Two Body Paragraphs Based on the Prompt

Unit 16: WRITING; LITERARY ANALYSIS ESSAY - THE CONCLUSION

Unit Overview

In this unit, you will work on developing the conclusion for your Literary Analysis essay. Over the next few units, you will construct a Literary Analysis essay based on the prompt that asks you to compare how Apollo reacts to losing his friend with how the speaker in the poem reacts to losing his love, using information from the provided texts. The conclusion is a crucial paragraph that brings your essay to a satisfying and logical end. It should include the following elements: a restated thesis in different words, an explanation of why the topic matters on a broader scale, and final thoughts that leave the reader in agreement and engaged. This unit also reviews run-on sentences, particularly comma splices, and provides examples and guidance on how to correct them. Congratulations on finishing the outline for your essay!

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Literary Analysis**	Overview of Literary Analysis	Lesson: Introduction to the unit and the importance of literary analysis. Activity: Discussion on the unit's goals and objectives.
2	**Analyzing Texts**	Extracting Information	Lesson: Teach students how to analyze texts and extract relevant information. Activity: Analyzing Passage 1 (Apollo and Hyacinthus).
3	**Comparative Analysis**	Comparing Literary Works	Lesson: Explain the concept of comparative analysis. Activity: Analyzing Passage 2 (Annabel Lee) and comparing it with Passage 1.
4	**Constructing a Conclusion**	Elements of a Conclusion	Lesson: Guide students on constructing the conclusion of a Literary Analysis essay. Activity: Developing an outline for the conclusion.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' understanding of literary analysis concepts and their ability to construct a conclusion for a literary analysis essay. Review run-on sentences, particularly comma splices, and provide examples and guidance on how to correct them.

Unit 17: WRITING; LITERARY ANALYSIS ESSAY DRAFTING

Unit Overview

In this unit, students will focus on drafting their Literary Analysis essay, which involves comparing Apollo's reaction to losing his friend with the speaker's reaction to losing their love in the provided passages. They are encouraged to use their completed outlines from previous units to structure a four-paragraph essay. The lesson also emphasizes the importance of incorporating transitions for a smooth flow of ideas, using the I.C.E. (introduce, cite, and explain) method for quoting and paraphrasing evidence, and maintaining a formal tone throughout the essay. Additionally, the lesson briefly touches on grammar review, highlighting common sentence errors like run-on sentences, comma splices, and sentence fragments. Upon completing the draft, students will have successfully analyzed the two passages in their Literary Analysis essay.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Unit Introduction**	Introduction to Literary Analysis Essay	Introduction to the unit and the task of drafting a Literary Analysis essay.
2	**Outlining and Organization**	Structuring the Literary Analysis Essay	Creating a detailed outline for the essay and learning about organizing ideas.
3	**Transitions and Formal Tone**	Using Transitions and Maintaining a Formal Tone	Emphasizing the importance of transitions and maintaining a formal tone.
4	**Quoting and Paraphrasing**	Citing Sources and Incorporating Quotes	Focusing on the I.C.E. method for quoting and paraphrasing, and practicing evidence incorporation.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment: Drafting a four-paragraph Literary Analysis essay applying all learned concepts.

Unit 18: WRITING; LITERARY ANALYSIS ESSAY - REVISE & EDIT

Unit Overview

In this unit, students will proofread their Literary Analysis essay, which involves comparing how Apollo reacts to losing his friend with how the speaker in the poem reacts to losing his love. Students are instructed to use information from the provided passages, "Apollo and Hyacinthus" and "Annabel Lee," as well as their previously completed draft of the essay. The unit also emphasizes the importance of creating a compelling title for the essay and provides guidance on proofreading for correct grammar, spelling, and punctuation. Students are encouraged to refer to a grading rubric to ensure their essay meets assessment expectations. The unit concludes with a brief grammar review on verbals, distinguishing between gerunds and infinitives.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.m. Revise writing for clarity of content, accuracy, and depth of information.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Literary Analysis**	Understanding the Prompt	Lesson: Introduction to the unit and the Literary Analysis prompt. Activity: Discussing the importance of the essay title.
2	**Analyzing Passages**	Comparative Analysis	Lesson: Analyzing "Apollo and Hyacinthus" and "Annabel Lee." Activity: Identifying key elements for comparison.
3	**Drafting the Literary Analysis**	Organizing Ideas	Lesson: Structuring the essay and organizing ideas. Activity: Outlining the essay based on the provided passages.
4	**Proofreading and Rubric**	Proofreading and Assessment Rubric	Lesson: The importance of proofreading. Activity: Proofreading the draft and comparing it to the grading rubric.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment evaluating students' ability to compare reactions in literary analysis essays.

Unit 19: READING INFORMATIONAL TEXTS - ARTICLES

Unit Overview

In this lesson on Informational Texts, students learn about nonfiction writing, which is based on factual information about real people, places, events, ideas, and things. Informational articles, a type of nonfiction writing, serve the purpose of informing readers about specific topics and are commonly found in newspapers, magazines, and science or history books. These articles use various text features, including headers, bold vocabulary, and visual representations with captions, to help readers easily access key information. Students are taught to identify the central idea of a passage, which is the primary point the author wants to convey, supported by facts, reasons, examples, statistics, and quotations. Additionally, the lesson covers how to determine the author's main purpose for writing and how to define phrases using context clues. Furthermore, the lesson includes a grammar section on the proper use of colons and semicolons in writing.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.a. Analyze text features and organizational patterns to evaluate the meaning of texts.

10.5.b. Recognize an author’s intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.7.d. Use colons correctly.

9.5.g. Identify a position/argument to be confirmed, disproved, or modified.

9.5.k. Analyze ideas within and between selections providing textual evidence.

9.6.a. Engage in writing as a recursive process.

9.6.b. Plan, organize, and write for a variety of audiences and purposes.

9.6.c. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

9.6.f. Compose a thesis for persuasive writing that advocates a position.

9.6.g. Clearly state and defend a position using reasons and evidence from credible sources as support.

9.6.h. Identify counterclaims and provide counter-arguments.

9.6.i. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.

9.7.a. Use parallel structure across sentences and paragraphs.

9.8.a. Verify the validity and accuracy of all information.

9.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

9.8.c. Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

9.8.d. Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Nonfiction Writing**	Understanding Nonfiction Writing	Lesson: Introduction to nonfiction writing and its characteristics. Activity: Analyzing examples of nonfiction texts.
2	**Informational Articles**	Purpose of Informational Articles	Lesson: Exploring the purpose of informational articles. Activity: Identifying text features in sample articles.
3	**Central Idea and Supporting Details**	Identifying Central Ideas	Lesson: Teaching students how to identify the central idea of a passage. Activity: Analyzing passages for central ideas and supporting details.
4	**Author's Purpose**	Determining Author's Intent	Lesson: Understanding why authors write articles and identifying author's intent. Activity: Analyzing articles to determine author's purpose.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A unit assessment to evaluate students' understanding of key concepts from the unit.

Unit 20: READING INFORMATIONAL TEXTS - PAIRED TEXTS

Unit Overview

In this lesson, students are introduced to the concept of how different artists can use the same materials to create vastly different paintings of the same subject, illustrating that the details they choose to highlight can significantly impact the outcome. This analogy is then extended to writing, where authors may tackle the same topic but vary in their focus on different details and evidence depending on their purpose. The lesson emphasizes the importance of comparing and contrasting texts, a skill often required in state tests, and informs students that they will be tasked with comparing and contrasting two nonfiction texts centered around the idea of morality. Just as two artists produce distinct paintings, each author generates a unique product when addressing the concept of morality, setting the stage for a deeper exploration of these texts. Additionally, the lesson includes a grammar review of subordinate clauses, providing students with essential linguistic tools to analyze and understand the texts effectively.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.d. Compare and contrast informational texts for intent and content.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.h. Analyze ideas within and between selections providing textual evidence.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.b. Use complex sentence structure to infuse sentence variety in writing.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Art & Writing**	Creativity and Expression	Lesson: Introduce the analogy of artists using the same materials to create different paintings. Activity: Discuss and explore how details impact art and writing.
2	**Writing Styles**	Diverse Approaches	Lesson: Explain how authors can have different writing styles based on their purpose. Activity: Analyze examples of different writing styles.
3	**Text Comparison**	Compare and Contrast	Lesson: Teach the skill of comparing and contrasting texts. Activity: Practice comparing and contrasting sample texts.
4	**Nonfiction Texts on Morality**	Exploring Morality	Lesson: Introduce the topic of morality and the two nonfiction texts. Activity: Begin reading and taking notes on the texts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' ability to apply concepts by comparing and contrasting the two nonfiction texts on morality.

Unit 21: WRITING - WHAT IS AN INFORMATIVE/EXPOSITORY ESSAY?

Unit Overview

The lesson on Informative/Expository Essays explains that these types of essays provide information about a topic using facts, details, examples, or quotations to support the central idea. Examples of informative texts are given, including biographies, historical accounts, news articles, and essays on various subjects. When writing an informative/expository essay, the goal is to become an expert on the topic and present information in a way that allows the reader to also become knowledgeable. The essays are written with a neutral tone, free of opinion, and should include elements such as a compelling introduction with a thesis, body paragraphs with supporting evidence, and a conclusion. Additionally, the lesson provides examples of essay prompts and models to help students understand the structure and approach to writing informative essays. Finally, the lesson briefly introduces verbals, specifically gerunds and infinitives, explaining their functions in sentences and within phrases.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Essays**	Understanding Informative Essays	Lesson: Overview of informative/expository essays. Activity: Discussion on the characteristics of informative texts.
2	**Elements of Essays**	Components of Informative Essays	Lesson: Exploring the key elements of an informative/expository essay. Activity: Analyzing sample essays for their components.
3	**Setting up an Essay**	Structuring Informative Essays	Lesson: How to set up an informative/expository essay. Activity: Practicing structuring essay introductions and body paragraphs.
4	**Essay Prompts and Models**	Using Prompts and Essay Models	Lesson: Understanding essay prompts and models. Activity: Analyzing and discussing essay prompt examples and models.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing an informative/expository essay based on a provided prompt.

Unit 22: WRITING; INFORMATIVE/EXPOSITORY ESSAY - NOTE TAKING & THESIS DEVELOPMENT

Unit Overview

In this unit, students will learn how to take effective notes during the pre-writing phase of essay writing. They will also practice developing a thesis statement for an informative/expository essay. The essay prompt for this unit asks students to construct a multi-paragraph response explaining how a person can increase their overall happiness, using information from two passages, "Can We Cultivate Our Own Happiness?" and "Five reasons why being kind makes you feel good - according to science." The unit emphasizes the importance of efficient note-taking and provides a note-taking form for students to use. It also guides them in developing a strong thesis statement by removing unnecessary words from the prompt and turning it into a clear and concise statement. Additionally, the unit includes a grammar lesson on the use of commas in various contexts.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Note-Taking**	Importance of Note-Taking	Lesson: Understanding the importance of note-taking. Activity: Discussion on the value of effective note-taking.
2	**Efficient Note-Taking Strategies**	Strategies for Effective Note-Taking	Lesson: Teaching strategies for efficient note-taking. Activity: Practice taking notes based on a provided prompt.
3	**Developing a Thesis Statement**	Crafting a Strong Thesis Statement	Lesson: How to develop a quality thesis statement. Activity: Practice creating thesis statements based on prompts.
4	**Grammar Lesson on Commas**	Proper Usage of Commas	Lesson: Understanding the rules for using commas. Activity: Exercises on comma usage in various contexts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students demonstrate their understanding of note-taking, thesis development, and comma usage in a unit assessment.

Unit 23: WRITING; INFORMATIVE/EXPOSITORY ESSAY INTRODUCTION

Unit Overview

In this unit, students will be tasked with developing the introduction for their informative/expository essay. The essay will revolve around the prompt of constructing a multi-paragraph response that explains how a person can increase their overall happiness, utilizing information from provided texts. The unit emphasizes the importance of an introduction, which typically consists of a hook to grab the reader's attention, background information to summarize the topic and explain its significance, and a thesis statement that becomes the central idea of the entire essay. Students will work towards creating their own introduction outline, keeping in mind the structure of starting with a broad concept and progressively narrowing it down to their thesis statement. Additionally, the lesson briefly touches on grammar concerns related to verb problems, specifically incorrect tense shifts and subject-verb agreement.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.d. Compare and contrast informational texts for intent and content.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.h. Analyze ideas within and between selections providing textual evidence.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Informative Essay Writing**	The Importance of an Introduction	Lesson: Introduction to the concept of an informative/expository essay introduction. Discuss components: hook, background information, and thesis. Activity: Analyze model introductions.
2	**Prompt Analysis and Thesis Development**	Crafting a Strong Thesis	Lesson: Analyze the provided prompt on increasing happiness. Develop strategies for a strong thesis statement. Activity: Brainstorm and draft potential thesis statements.
3	**Hooking the Reader**	Effective Hook Techniques	Lesson: Explore various hook types and their purposes in introductions. Teach crafting effective hooks. Activity: Practice writing different hooks for the given prompt.
4	**Background Information and Significance**	Providing Context for the Topic	Lesson: Emphasize background info's role in introductions. Explain how to provide context and highlight significance. Activity: Write background paragraphs for various topics.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Apply concepts learned to create an introduction for the essay on increasing happiness. Evaluate their ability to craft an engaging introduction with a clear thesis statement.

Unit 24: WRITING; INFORMATIVE/EXPOSITORY ESSAY BODY PARAGRAPHS

Unit Overview

In this unit, you will be developing the body paragraphs for your informative/expository essay. Over the next few units, you will work together to construct an informative/expository essay based on the prompt: "Construct a multi-paragraph response in which you explain how a person can increase his or her overall happiness, using information from the provided texts." Before beginning, you should reread two passages: "Can We Cultivate Our Own Happiness?" and "Five reasons why being kind makes you feel good - according to science." The body paragraphs of your essay will consist of topic sentences, textual evidence with citations, explanations of how the textual evidence supports the topic sentence, and wrap-up sentences. These paragraphs will help you build the outline for your essay, and you will need to organize your textual evidence effectively. The I.C.E. (Introduce, Cite, Explain) acronym will guide you in incorporating textual evidence into your essay. Each body paragraph should begin with a topic sentence, followed by textual evidence, citations, and explanations. Finally, each paragraph should conclude with a wrap-up sentence that connects it back to the thesis and the essay prompt.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Unit**	Overview of the Unit	Lesson: Introduction to the unit and the essay prompt. Activity: Reviewing the two provided passages.
2	**Building an Outline**	Organizing Textual Evidence	Lesson: Understanding how to organize textual evidence. Activity: Grouping textual evidence into major categories.
3	**Incorporating Textual Evidence**	I.C.E. Method	Lesson: Learning the I.C.E. (Introduce, Cite, Explain) method for incorporating textual evidence. Activity: Practicing I.C.E. with examples.
4	**Developing Body Paragraphs**	Constructing Body Paragraphs	Lesson: Creating body paragraphs with topic sentences, textual evidence, explanations, and wrap-up sentences. Activity: Outlining body paragraphs.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Applying the concepts learned in previous days to write body paragraphs for the essay prompt.

Unit 25: WRITING; INFORMATIVE/EXPOSITORY ESSAY CONCLUSION

Unit Overview

In this unit, you will focus on developing the conclusion for your informative/expository essay, which is part of a larger project where you will construct a multi-paragraph response explaining how a person can increase their overall happiness, drawing from information in provided texts. The conclusion, also known as the concluding paragraph, plays a crucial role in bringing your essay to a satisfying and logical end. It consists of three key elements: first, you'll restate your thesis in fresh words to avoid sounding repetitive. Next, you'll address why happiness matters and why it's important to learn ways to increase it. Finally, you'll craft a snappy ending, leaving the reader nodding in agreement and content they read your essay. This conclusion should follow a specific pattern, starting specific and gradually becoming more general, much like a triangle. The goal is to create a compelling and impactful ending to your essay that resonates with your audience.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Unit**	Overview of the Unit	Lesson: Introduction to the unit and its objectives. Activity: Discussion on the importance of essay conclusions.
2	**Thesis and Restating**	Crafting a Thesis and Restating It	Lesson: Understanding the thesis statement and how to restate it effectively. Activity: Practice restating a thesis.
3	**Importance of Happiness**	Why Happiness Matters	Lesson: Exploring the significance of happiness in one's life. Activity: Group discussion on the importance of happiness.
4	**Building a Compelling Conclusion**	Crafting the Conclusion	Lesson: Breaking down the components of a compelling conclusion. Activity: Analyzing and critiquing sample conclusions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing a conclusion for an essay on increasing happiness, applying the concepts learned throughout the unit.

Unit 26: WRITING; INFORMATIVE/EXPOSITORY ESSAY DRAFTING

Unit Overview

In this unit, students will embark on the process of drafting their informative/expository essays. The overarching prompt for the upcoming units revolves around explaining how an individual can enhance their overall happiness, drawing upon information from specific texts. Before delving into the drafting process, students are instructed to revisit two passages: "Can We Cultivate Our Own Happiness?" and "Five reasons why being kind makes you feel good - according to science." This serves as the foundation for their essay. The concept of drafting is introduced, emphasizing the conversion of ideas into coherent sentences and paragraphs to effectively convey the message. The essay is expected to comprise five paragraphs, with a focus on using transitions to enhance flow and coherence. Furthermore, students are encouraged to I.C.E. (introduce, cite, and explain) their quotes and paraphrases effectively, while maintaining a formal tone. The unit also briefly covers grammar review, specifically simple and compound sentences, to ensure clarity and precision in writing.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.b. Use complex sentence structure to infuse sentence variety in writing.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Overview of the Unit	Lesson: Introduction to the unit and the essay prompt. Activity: Reviewing the two passages and discussing the importance of the prompt.
2	**Drafting Basics**	Drafting Techniques	Lesson: Understanding the drafting process and the use of transitions. Activity: Identifying and practicing appropriate transitions.
3	**Incorporating Evidence**	I.C.E. Method	Lesson: Teaching students how to introduce, cite, and explain quotes and paraphrases effectively. Activity: Practicing the I.C.E. method.
4	**Formal Writing**	Writing in a Formal Tone	Lesson: Explaining the importance of a formal tone in academic writing. Activity: Practicing formal writing style.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing a five-paragraph informative/expository essay using the lessons and concepts learned throughout the unit.

Unit 27: WRITING; INFORMATIVE/EXPOSITORY ESSAY REVISE & EDIT

Unit Overview

In this unit, students will engage in the process of proofreading their informative/expository essays. The task involves constructing a multi-paragraph response to explain how a person can increase their overall happiness, drawing upon information from provided texts. Before beginning the proofreading process, students are reminded to revisit two passages for reference and ensure they have their essay drafts from the previous unit. The lesson covers the importance of crafting a compelling essay title, emphasizing its role in conveying the essay's topic and capturing the reader's attention. It also highlights the significance of proofreading, which includes identifying and correcting spelling, grammar, punctuation, and formatting errors, stressing that proofreading is the final step in the writing process. Students are encouraged to use a grading rubric as a guideline to meet assessment expectations. Additionally, the lesson provides guidance on using colons and semicolons in writing, offering examples of their appropriate usage.

SOL Standards

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.m. Revise writing for clarity of content, accuracy, and depth of information.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.d. Use colons correctly.

Day	Section	Key Concept	Lesson/Activity
1	**Unit Introduction**	Overview of Informative/Expository Essay Proofreading	Introduction to the unit's objectives, including proofreading of informative/expository essays and revisiting provided passages.
2	**Constructing a Title**	Creating Catchy Essay Titles	Understanding the importance of compelling essay titles and practicing creating them after watching a video.
3	**Proofreading Process**	Understanding Proofreading Importance	Delving into the proofreading process, including identifying and correcting errors, and recognizing its significance.
4	**Grading Rubric**	Using a Grading Rubric	Exploring the grading rubric as a guideline for essay assessment, and comparing essays to its criteria.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Submitting final essays to demonstrate understanding of proofreading and essay writing concepts.

Unit 28: READING INFORMATIONAL TEXTS - ARGUMENTS

Unit Overview

In the lesson on Argumentative Texts, students learn that argumentative texts are written pieces aimed at persuading readers to adopt the author's viewpoint, with the power to influence people's perspectives. The fundamental element in argumentative texts is the claim, which serves as the central idea and is presented as an arguable statement. Authors substantiate their claims by providing reasons, which are specific supporting statements, and evidence, comprising facts, examples, statistics, and quotations. The lesson emphasizes the importance of identifying the central claim and analyzing how authors build their arguments using reasons and evidence. Additionally, the lesson introduces the concept of subordinate clauses, which contain a subject and predicate but cannot function independently, and can start with subordinating conjunctions or relative pronouns, providing students with foundational knowledge in grammar.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author’s intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative Texts**	Understanding Argumentation	Lesson: Introduce argumentative texts and their persuasive purpose. Activity: Analyze examples of argumentative texts.
2	**Elements of Argumentative Texts**	The Role of Claims	Lesson: Explore the concept of claims in argumentative texts. Activity: Identify claims in sample texts.
3	**Developing Arguments**	Reasons and Evidence	Lesson: Discuss how authors develop arguments with reasons and evidence. Activity: Analyze texts to identify reasons and evidence.
4	**Analyzing Argumentative Texts**	Analyzing Author's Techniques	Lesson: Teach students how to analyze an author's techniques for persuasion. Activity: Analyze a provided argumentative text for techniques used.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' understanding of argumentative texts, claims, reasons, evidence, and analysis skills.

Unit 29: WRITING - WHAT IS AN ARGUMENTATIVE ESSAY?

Unit Overview

In this lesson, students will explore various forms of communication, including newspaper editorial sections, blogs, press conferences, debates, and advertisements, all of which share the common goal of presenting persuasive arguments to sway readers, listeners, or viewers towards specific opinions. The unit will guide students in developing the skills necessary to write compelling argumentative essays, where they will learn to craft strong, well-supported arguments capable of influencing others' viewpoints and even altering their worldviews. The key elements of an argumentative essay, such as the claim (thesis), reasons, and evidence, will be thoroughly explained. Additionally, students will be encouraged to acknowledge opposing arguments and provide effective rebuttals to strengthen their own claims. The lesson emphasizes the structure of an argumentative essay, including an introduction, body paragraphs containing main points, and a conclusion. Various argumentative essay prompts are provided as examples, offering students opportunities to practice constructing well-organized and evidence-backed essays. Furthermore, the lesson introduces the concept of complex and compound-complex sentences, highlighting the importance of punctuation in distinguishing between independent and subordinate clauses within these sentence structures.

SOL Standards

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.h. Identify counterclaims and provide counter-arguments.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.b. Use complex sentence structure to infuse sentence variety in writing.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Communication**	Types of Communication and Persuasion	Lesson: Introduction to various forms of communication and their persuasive nature. Activity: Discussion on different types of persuasive communication.
2	**Argumentative Essays**	Structure and Purpose of Argumentative Essays	Lesson: Explanation of the structure and purpose of argumentative essays. Activity: Analyzing sample argumentative essays.
3	**Elements of an Argumentative Essay**	Claims, Reasons, and Evidence	Lesson: Detailed exploration of claims, reasons, and evidence in argumentative essays. Activity: Identifying and creating claims, reasons, and evidence.
4	**Acknowledging Opposing Arguments**	Counterarguments and Rebuttals	Lesson: Understanding the importance of acknowledging opposing arguments and providing effective counterarguments. Activity: Practicing counterarguments.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment where students apply their knowledge to construct an argumentative essay based on a given prompt.

Unit 30: WRITING - ARGUMENTATIVE ESSAY NOTE TAKING & THESIS DEVELOPMENT

Unit Overview

In this unit, you will learn the essential skills of note-taking and claim/thesis development for argumentative essay writing. Over the next few units, you will collaboratively construct an argumentative essay addressing the question of whether juvenile offenders should be sentenced to prison. To prepare for this essay, you will revisit two relevant passages for review. The unit emphasizes the importance of efficient note-taking, as time is limited on the AIR Assessment. Your notes will be divided into two sections: "FOR" and "AGAINST." These notes will later serve as your textual evidence. After gathering information, you will develop a precise claim or thesis statement based on the evidence you have collected. The unit provides a model for crafting a thesis statement from the prompt and encourages students to avoid vague introductions. Additionally, the unit briefly covers conjunctions and their types.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Unit**	Overview of the Argumentative Essay	Lesson: Introduction to the unit, explaining the purpose and structure of the upcoming lessons. Activity: Discussion on the importance of argumentative essays and their relevance in real-world contexts.
2	**Note-Taking for Essays**	Efficient Note-Taking	Lesson: Explaining the importance of efficient note-taking in essay writing. Activity: Practice note-taking from a given text.
3	**Developing Claims and Theses**	Crafting a Precise Thesis	Lesson: Guiding students on how to develop a precise claim or thesis statement. Activity: Crafting thesis statements based on provided prompts.
4	**Reviewing Conjunctions**	Types of Conjunctions	Lesson: Overview of conjunctions and their types, including coordinating, correlative, and subordinating. Activity: Identifying conjunctions in sentences and their functions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students demonstrate their understanding by applying note-taking, thesis development, and conjunction knowledge in an argumentative essay assessment.

Unit 31: WRITING - ARGUMENTATIVE ESSAY INTRODUCTION

Unit Overview

In this unit, students will focus on developing the introduction for their argumentative essay. Over the upcoming units, they will collaboratively construct an argumentative essay in response to the prompt: "Construct a multi-paragraph response in which you support a claim about whether or not juvenile offenders should be sentenced to prison, using information from the provided texts." Before starting, students are required to reread two passages, one discussing the ineffectiveness and dangers of prison as a deterrent for juvenile offenders, and the other highlighting the importance of remembering the victims of juvenile offenders. The introduction, which sets the stage for the essay, will consist of three elements: a hook to grab the reader's attention, background information providing a summary of the issue and its importance, and a clear thesis statement that presents the main claim of the essay. The introduction should follow the structure of starting with a broad statement and gradually becoming more specific. Additionally, the lesson introduces the concept of active and passive voice in grammar, which students will apply in their writing.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author’s intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.d. Communicate clearly the purpose of the writing using a thesis statement.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.c. Distinguish between active and passive voice.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative Essay**	Understanding the Prompt	Lesson: Introduction to the unit and prompt analysis. Activity: Reviewing the two provided passages.
2	**Crafting an Introduction**	Elements of an Introduction	Lesson: Explanation of what an introduction should contain (hook, background information, thesis). Activity: Analyzing model introductions.
3	**Developing the Hook**	Creating an Attention-Grabber	Lesson: Focusing on crafting effective hooks to engage the reader. Activity: Practice writing hooks for different topics.
4	**Background Information and Thesis**	Crafting a Clear Argument	Lesson: How to provide background information and structure the thesis statement. Activity: Crafting background information and thesis for their essay topic.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Students will demonstrate their understanding by creating their own introduction for the argumentative essay based on the provided prompt and passages.

Unit 32: WRITING - ARGUMENTATIVE ESSAY BODY PARAGRAPH BASICS

Unit Overview

In this unit, you will develop the body paragraphs for your argumentative essay, which aims to construct a multi-paragraph response supporting a claim regarding whether or not juvenile offenders should be sentenced to prison, using information from relevant texts. The body paragraphs will follow a structured format, with each paragraph containing a topic sentence (reason), textual evidence with citations, explanations of how the evidence supports the topic sentence, and a wrap-up sentence. The focus will be on incorporating textual evidence effectively using the I.C.E. (Introduce, Cite, Explain) method. Parallel structure in writing, ensuring that words, phrases, and clauses are grammatically parallel when linked together in a series or with coordinating conjunctions, will also be emphasized as part of the grammar lesson.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.a. Use parallel structure across sentences and paragraphs.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Unit Introduction**	Overview of the Argumentative Essay	Lesson: Introduction to the unit and understanding the argumentative essay structure. Activity: Discuss the unit prompt and review the importance of clear thesis statements.
2	**Developing Body Paragraphs**	Structure of Body Paragraphs	Lesson: Explanation of the structure of body paragraphs, including topic sentences, textual evidence, and explanations. Activity: Analyze sample body paragraphs and identify their components.
3	**Incorporating Textual Evidence**	Using I.C.E. Method	Lesson: Introduction to the I.C.E. (Introduce, Cite, Explain) method for incorporating textual evidence. Activity: Practice using the I.C.E. method with provided excerpts from texts.
4	**Parallel Structure**	Grammar Lesson on Parallel Structure	Lesson: Explanation of parallel structure in writing and its importance. Activity: Identify and correct sentences with parallel structure issues.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment evaluating students' understanding of developing body paragraphs, incorporating textual evidence, and applying parallel structure in writing.

Unit 33: WRITING - ARGUMENTATIVE ESSAY THE OPPOSING CLAIM

Unit Overview

In this unit, students will focus on developing the third body paragraph for their argumentative essay, which centers around the question of whether juvenile offenders should be sentenced to prison. The unit emphasizes the importance of addressing the opposing argument and includes a structured approach to constructing the third body paragraph. This paragraph should begin with an opposing claim or reason, supported by textual evidence from the provided texts and followed by an explanation of how that evidence supports the opposing claim. The essay should also include a rebuttal, supported by additional textual evidence, and a wrap-up to tie the paragraph back to the thesis. The unit encourages students to utilize their notes from Unit 7 for textual evidence and emphasizes the I.C.E. (Introduce, Cite, Explain) method when incorporating quotes or paraphrases. Overall, the goal of this unit is to help students effectively present and address opposing arguments in their argumentative essays on juvenile offenders and prison sentences.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.h. Identify counterclaims and provide counter-arguments.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Argumentative Essays	Lesson: Introduction to the unit and argumentative essays. Activity: Discussion on the importance of argumentation in essays.
2	**Body Paragraphs 1 and 2**	Developing Supporting Arguments	Lesson: Exploring the structure of body paragraphs and choosing reasons. Activity: Analyzing textual evidence from Unit 7 notes.
3	**Body Paragraphs 1 and 2 (continued)**	Incorporating Textual Evidence	Lesson: Learning how to introduce, cite, and explain textual evidence. Activity: Practicing I.C.E. method with provided examples.
4	**Body Paragraph 3**	Addressing Opposing Arguments	Lesson: Developing the third body paragraph to address opposing claims. Activity: Creating an outline for the third body paragraph.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of students' ability to construct argumentative essays, including addressing opposing arguments and incorporating textual evidence.

Unit 34: WRITING - ARGUMENTATIVE ESSAY CONCLUSION

Unit Overview

In this unit, students will focus on developing the conclusion for their argumentative essay, which centers around the question of whether juvenile offenders should be sentenced to prison. The unit begins with a reminder to reread two relevant passages to gather information. The importance of a well-structured conclusion is emphasized, highlighting its three key components: restating the thesis in a fresh manner, explaining why the topic matters on a broader scale, and crafting a snappy ending to leave the reader engaged. The model of a conclusion is provided as a reference, encouraging students to apply the same structure to their essays, and the lesson concludes by introducing the concept of appositive phrases in grammar.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Unit**	Understanding the Essay Prompt	Lesson: Introduction to the unit and the essay prompt. Activity: Discussing the essay prompt and its implications.
2	**Building the Argument**	Constructing a Strong Thesis	Lesson: How to construct a strong thesis statement. Activity: Practice in crafting thesis statements.
3	**Gathering Evidence**	Using Textual Evidence	Lesson: The importance of using textual evidence in arguments. Activity: Analyzing and selecting evidence from provided texts.
4	**Structuring the Essay**	Creating a Well-Organized Essay	Lesson: Structuring an argumentative essay with introduction, body, and conclusion. Activity: Outlining essay structure.
5	**Unit Assessment**	Synthesizing Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment focused on constructing an argumentative essay based on the essay prompt.

Unit 35: WRITING - ARGUMENTATIVE ESSAY DRAFTING

Unit Overview

In this unit, students will be working on drafting their argumentative essays. The focus of this unit is on constructing a multi-paragraph response that supports a claim about whether or not juvenile offenders should be sentenced to prison, using information from relevant texts. Before beginning the drafting process, students are encouraged to revisit two specific passages related to the topic. The lesson also covers essential writing techniques, including the use of transitions to improve the flow of the essay and the I.C.E. method (introduce, cite, and explain) for incorporating quotes and paraphrases effectively. Students are instructed to maintain a formal tone throughout their essays, which is typical of academic writing. Additionally, the lesson briefly touches on the importance of avoiding misplaced modifiers and dangling participles to ensure clarity and coherence in their writing. Overall, this unit equips students with the necessary tools and guidance to successfully draft a five-paragraph argumentative essay on the given topic.

SOL Standards

10.1.b. Credit information sources.

10.2.b. Credit information sources.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.h. Identify counterclaims and provide counter-arguments.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Argumentative Writing**	Understanding the Essay Prompt	Lesson: Introduction to the unit and the essay prompt. Activity: Discussion on the essay topic and prompt analysis.
2	**Outlining and Organizing Ideas**	Creating an Essay Outline	Lesson: Importance of outlining and how to create an essay outline. Activity: Guided practice in creating outlines.
3	**Incorporating Textual Evidence**	Using Textual Evidence Effectively	Lesson: How to introduce, cite, and explain quotes. Activity: Practice incorporating textual evidence into writing.
4	**Writing with Formal Tone**	Maintaining a Formal Writing Style	Lesson: The importance of formal tone in academic writing. Activity: Editing informal sentences to be formal.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Writing a five-paragraph argumentative essay on juvenile offenders' sentencing, using learned concepts.

Unit 36: WRITING - ARGUMENTATIVE ESSAY REVISE & EDIT

Unit Overview

In this unit, students will work on proofreading and adding a title to their argumentative essay. The unit begins by revisiting two relevant passages on the topic of juvenile offenders and prison sentencing. Students are reminded to have their draft of the argumentative essay from the previous unit ready. The importance of a well-crafted essay title is emphasized, with the title being the last element added to an essay and serving the purpose of conveying the essay's topic and grabbing the reader's attention. Students are encouraged to watch a video on creating catchy titles and then tasked with creating a title for their own essay. The unit also covers proofreading, which involves finding and correcting spelling, grammar, punctuation, and formatting errors, and is highlighted as the final step in the writing process. Students are instructed to proofread their essays for correctness. Additionally, a rubric is provided for students to compare their essays against assessment expectations before submitting them for grading. The unit concludes with a grammar lesson on sentence fragments, explaining what sentence fragments are and how they can be identified. Examples and practices are provided to help students understand and recognize sentence fragments.

SOL Standards

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author’s intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.h. Identify counterclaims and provide counter-arguments.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.k. Elaborate ideas clearly through word choice.

10.6.m. Revise writing for clarity of content, accuracy, and depth of information.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.a. Verify the accuracy, validity, and usefulness of information.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Unit**	Revisiting Relevant Passages	Lesson: Revisit relevant passages on juvenile offenders and prison sentencing. Activity: Prepare the essay draft.
2	**Crafting Essay Titles**	Importance of Essay Titles	Lesson: Explain the importance of essay titles and what they should achieve. Activity: Watch a video on title creation and create a title for your essay.
3	**Proofreading Essentials**	Spelling, Grammar, and Punctuation	Lesson: Highlight the importance of proofreading for correctness. Activity: Proofread the essay for errors.
4	**Assessing Against Rubric**	Understanding Assessment Expectations	Lesson: Introduce the grading rubric for assessment. Activity: Compare the essay against the rubric.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment or final activity to demonstrate understanding of essay writing and proofreading skills.

Unit 37: British Literature

Unit Overview

This course is a comprehensive exploration of British literature, spanning various historical periods, including the Renaissance Era (1400s to 1660), Regency Era (1795 to 1837), Victorian Era (1837 to 1901), and Modernism Era (1901 to 1965). Throughout this unit, students will delve into exceptional examples of British poetry, drama, fiction, and nonfiction. In addition to the literary works themselves, the course will also cover essential literary terms that elucidate the techniques, styles, and formats employed by writers to enhance their compositions. The journey through British literature begins with the Renaissance period, characterized by literary rediscovery and the emergence of iconic figures like Shakespeare. Next, we explore the Regency period, marked by distinct British trends and the rise of novels, particularly those by Jane Austen. The Victorian era, under Queen Victoria's reign, delves into themes of industrialization and 19th-century progress, following the Romanticism of the Regency era. Finally, the course takes us into the Modernism period, which responded to the World Wars and embraced innovation during a time of transformation.

SOL Standards

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.d. Analyze universal themes prevalent in the literature of different cultures.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

Day	Section	Key Concept	Lesson/Activity
1	**British Literature: Renaissance Period**	Literary Rediscovery in the Renaissance	Lesson: Introduction to the Renaissance Era (1400s to 1660) in British literature, including key figures and characteristics. Activity: Reading and discussing excerpts from Renaissance literature.
2	**British Literature: Regency Period**	Distinct Trends in the Regency Era	Lesson: Exploration of England's Regency period (1795 to 1837) and its influence on literature, with a focus on Jane Austen. Activity: Analyzing excerpts from Jane Austen's novels.
3	**British Literature: Victorian Period**	Themes of Industrialization and Progress	Lesson: Examination of the Victorian Era (1837 to 1901) and its thematic connections to industrialization and societal progress. Activity: Discussion on the impact of industrialization on Victorian literature.
4	**British Literature: Modernism Period**	Innovation and Response to World Wars	Lesson: Introduction to Modernism in British literature and its response to the World Wars. Activity: Analyzing excerpts from Modernist works.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment covering key concepts from all eras, including literature analysis, historical context, and literary terms. Students will demonstrate their understanding of British literature across different periods.

Unit 38: Decoding Media

Unit Overview

In this lesson, titled "Decoding Media: Navigating from Yellow Journalism to Digital Literacy," participants embark on an explorative journey through the evolution of media, from the sensationalism of yellow journalism to the challenges of fake news and information saturation in the digital age. Drawing inspiration from the series "Breaking Views," the lessons aim to frame controversial topics like fake news and media trust within a historical context, emphasizing the transformation of sensational reporting over time and its impact on public perception. Participants are encouraged to develop their media literacy skills, distinguishing between credible and non-credible sources, recognizing bias and misinformation, and applying the Five Key Questions of media literacy. By the end of the unit, learners are expected to emerge as more informed media consumers and proactive digital citizens, equipped to navigate the information-rich 21st century and make informed decisions in the digital world.

SOL Standards

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.1.i. Access, critically evaluate, and use information accurately to solve problems.

10.1.k. Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

10.2.c. Evaluate sources for relationships between intent, factual content, and opinion.

10.2.d. Analyze the impact of selected media formats on meaning.

10.2.e. Analyze the purpose of information and persuasive techniques used in diverse media formats.

10.2.f. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

10.2.g. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

10.2.h. Monitor, analyze, and use multiple streams of simultaneous information.

10.2.i. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.8.f. Demonstrate ethical use of the Internet.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Media Literacy**	Understanding the Evolution of Media	Lesson: Introduction to the course and its objectives. Activity: Discussion on the evolution of media and its impact.
2	**Sensationalism and Yellow Journalism**	Sensationalism in Historical Media	Lesson: Exploring the concept of yellow journalism. Activity: Analyzing historical examples of sensational news.
3	**Fake News and Misinformation**	Identifying Fake News	Lesson: Defining fake news and its characteristics. Activity: Identifying fake news articles and discussing their impact.
4	**Media Literacy Skills**	Critical Analysis of Media Messages	Lesson: Teaching media literacy skills. Activity: Analyzing news sources for credibility and bias.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Assessment covering all key concepts learned in the unit.

Unit 39: Data Visualization in Understanding Nonfiction Texts

Unit Overview

This lesson explores the use of data visualization tools such as maps, charts, graphs, timelines, tables, and diagrams to enhance our understanding of nonfiction texts. These tools help interpret complex data and draw meaningful conclusions from subjects like history, science, and current events. Infographics, for example, are a powerful way to present complex data in an accessible and visually appealing manner. Timelines serve as navigational tools in history, highlighting the sequence of events that have shaped civilizations. Charts and graphs transform data into visual stories, making abstract concepts tangible. Tables organize data for easy comparison and reference, while diagrams simplify complex systems and processes, aiding in understanding intricate concepts. Overall, these tools are essential for comprehending nonfiction material and engaging with it effectively.

SOL Standards

10.1.a. Make strategic use of multimodal tools.

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.1.g. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

10.1.h. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

10.2.a. Create media messages for diverse audiences.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.d. Compare and contrast informational texts for intent and content.

10.5.e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

10.5.f. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.h. Analyze ideas within and between selections providing textual evidence.

10.5.i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.k. Elaborate ideas clearly through word choice.

10.8.b. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Data Visualization**	Understanding Data Visualization Tools	Lesson: Introduction to data visualization tools and their importance. Activity: Discuss examples of data visualization and its impact.
2	**Infographics in Nonfiction**	What are Infographics?	Lesson: Exploring the concept of infographics and their role in nonfiction. Activity: Analyzing and discussing a climate change infographic.
3	**Timelines: Windows to History**	Understanding Timelines	Lesson: Introduction to timelines and their significance in history. Activity: Examining a Civil Rights Movement timeline.
4	**Navigating Narratives through Charts and Graphs**	Harnessing the Power of Visual Data	Lesson: Exploring the use of charts and graphs to visualize data. Activity: Creating and analyzing visual data representations.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate understanding of data visualization concepts and their application.

Unit 40: Literary and Informational Nonfiction Text

Unit Overview

The "Introduction to Nonfiction" lesson provides an engaging entry into the world of nonfiction literature, emphasizing its significance in connecting readers to real-world experiences and facts. It distinguishes nonfiction from fiction, highlighting its role in fostering critical thinking and informed opinions. The unit outlines its coverage, including types of nonfiction, styles, and language usage, text analysis, and comparison of genres. It encourages students to explore, question, and discover the diverse world of nonfiction, showcasing its potential to bridge the gap between factual reality and the art of storytelling. Additionally, it introduces literary nonfiction, which blends factual content with artistic expression, and informational nonfiction, which focuses on clarity and factual information. Finally, it explores the impact of language in nonfiction, emphasizing how narrative and emotional language in literary nonfiction differ from the clear and precise language used in informational nonfiction, ultimately shaping the author's intent and the text's purpose.

SOL Standards

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

10.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.d. Analyze universal themes prevalent in the literature of different cultures.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.a. Analyze text features and organizational patterns to evaluate the meaning of texts.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.d. Compare and contrast informational texts for intent and content.

10.5.e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

10.5.h. Analyze ideas within and between selections providing textual evidence.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Nonfiction**	Understanding Nonfiction	Lesson: Introduction to the world of nonfiction. Activity: Exploring the importance of nonfiction in understanding the world
2	**What is Nonfiction?**	Differentiating Fiction from Nonfiction	Lesson: Defining nonfiction and its distinctions from fiction. Activity: Identifying examples of nonfiction texts
3	**The Importance of Nonfiction**	Benefits of Studying Nonfiction	Lesson: Exploring the significance of studying nonfiction. Activity: Discussing the role of nonfiction in critical thinking
4	**What Will This Unit Cover?**	Overview of Unit Topics	Lesson: Overview of the unit's coverage and objectives. Activity: Setting expectations for the unit
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of understanding through assessment

Unit 41: Characters in Context

Unit Overview

In this lesson presented by PBS – The Great American Read, students will explore the novel "Their Eyes Were Watching God" by Zora Neale Hurston through various mediums such as watching, reading, and interaction. The lesson aims to help students understand how the historical context of slavery and the period of Reconstruction shape the perspectives of the characters in the book, considering both their literal and emotional meanings of words. To achieve this, students will analyze primary sources from the same time period, drawing parallels between societal norms of that era and the characters in the novel. Understanding the connotative and denotative meanings of words becomes crucial, as these nuances play a significant role in interpreting literature and everyday communication. By delving into the historical context, students can appreciate the complexities of the story and its relevance in African-American literature. The lesson also provides insights into Zora Neale Hurston's anthropological work and explores the Harlem Renaissance, offering a comprehensive view of the cultural and social backdrop of the novel.

SOL Standards

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.1.g. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

10.1.h. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

10.1.i. Access, critically evaluate, and use information accurately to solve problems.

10.1.k. Evaluate a speaker’s point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

10.2.a. Create media messages for diverse audiences.

10.2.d. Analyze the impact of selected media formats on meaning.

10.2.f. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

10.2.h. Monitor, analyze, and use multiple streams of simultaneous information.

10.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

10.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.

10.4.c. Interpret the cultural or social function of world and ethnic literature.

10.4.d. Analyze universal themes prevalent in the literature of different cultures.

10.4.e. Examine a literary selection from several critical perspectives.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).

10.4.j. Compare/contrast details in literary and informational nonfiction texts.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.b. Recognize an author's intended audience and purpose for writing.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.5.j. Use reading strategies throughout the reading process to monitor comprehension.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Novel**	Historical Context and Literary Analysis	Lesson: Introduction to "Their Eyes Were Watching God" and its historical backdrop. Activity: Discussion of the Harlem Renaissance and its impact.
2	**Understanding Connotations**	Connotative and Denotative Meanings	Lesson: Exploring connotative and denotative meanings in literature. Activity: Analyzing examples of words with different connotations in the novel.
3	**Zora Neale Hurston's Work**	Anthropological Investigations	Lesson: Discovering Zora Neale Hurston's anthropological work. Activity: Discussion on how her research influenced her writing.
4	**The Harlem Renaissance**	Cultural and Social Context	Lesson: Examining the cultural and social context of the Harlem Renaissance. Activity: Analyzing excerpts from the period's literature.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will be assessed on their understanding of historical context, connotations, and cultural influences in the novel.

Unit 42: Essay Mastery: Blending, Comparing, and Analyzing

Unit Overview

In the lesson titled "Blending Multiple Forms of Writing," students are guided on the art of creating effective essays that are versatile and engaging. They are encouraged to incorporate various forms of writing, including descriptive, persuasive, expository, and narrative writing, to convey complex ideas. The lesson illustrates how these forms can be blended to enhance the impact of an essay, such as in the context of discussing climate change. Additionally, the lesson explores the technique of embedding narratives within essays, providing steps for selecting relevant anecdotes and seamlessly integrating them into the overall structure. Furthermore, it delves into the skill of comparing and contrasting multiple texts, using the examples of "The Tell-Tale Heart" and "The Lottery" to examine themes, style, tone, organization, and the strategic use of textual evidence. The lesson emphasizes the importance of analyzing writing elements in others' work and offering constructive feedback for improvement, promoting critical thinking and literary analysis skills.

SOL Standards

10.1.b. Credit information sources.

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.2.b. Credit information sources.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.d. Analyze universal themes prevalent in the literature of different cultures.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.i. Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.

10.4.l. Compare and contrast character development in a play to characterization in other literary forms.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.f. Compose a thesis statement for persuasive writing that advocates a position.

10.6.g. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

10.6.i. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

10.6.j. Blend multiple forms of writing including embedding a narrative to produce effective essays.

10.6.k. Elaborate ideas clearly through word choice.

10.6.l. Use textual evidence to compare and contrast multiple texts.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7.e. Analyze the writing of others and suggest how writing might be improved.

10.8.c. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

10.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Writing Forms**	Understanding Various Writing Forms	Lesson: Introduce descriptive, persuasive, expository, and narrative writing forms. Activity: Discuss examples of each writing form.
2	**Blending Writing Forms**	Incorporating Multiple Writing Forms	Lesson: Explore how to blend writing forms effectively. Activity: Practice blending forms in writing about a chosen topic.
3	**Embedding Narrative**	Using Narrative Elements in Essays	Lesson: Explain the importance of embedding narratives. Activity: Select and integrate relevant narratives into essays.
4	**Comparing and Contrasting Texts**	Analyzing Themes, Style, Tone, and Organization	Lesson: Analyze "The Tell-Tale Heart" and "The Lottery." Activity: Compare and contrast themes, style, tone, and organization in the texts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students demonstrate their understanding by analyzing and comparing texts and providing written feedback on peers' work.

Unit 43: Mastering Teamwork Dynamics in Diverse Settings

Unit Overview

In this lesson, you will explore the importance of teamwork and its benefits. The focus is on understanding the characteristics of effective teamwork, common roles within a team, and strategies for conflict resolution. Teamwork is emphasized as a key element of professionalism and leadership, with a strong emphasis on collaboration, clear goals, communication, and conflict resolution skills. The lesson encourages reflection on personal experiences with teamwork and the roles individuals play in teams, as well as discussions on the traits of an effective team player and strategies for resolving conflicts within a team. The overall goal is to equip learners with the knowledge and skills needed to excel in collaborative environments and contribute to successful team outcomes.

SOL Standards

10.1.c. Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.

10.1.d. Assume responsibility for specific group tasks.

10.1.e. Include all group members and value individual contributions made by each group member.

10.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

10.1.g. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

10.1.i. Access, critically evaluate, and use information accurately to solve problems.

10.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4.e. Examine a literary selection from several critical perspectives.

10.4.f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

10.4.g. Interpret how themes are connected within and across texts.

10.4.m. Use reading strategies to monitor comprehension throughout the reading process.

10.5.g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

10.6.a. Engage in writing as a recursive process.

10.6.b. Plan and organize writing to address a specific audience and purpose.

10.6.c. Adjust writing content, technique, and voice for a variety of audiences and purposes.

10.6.e. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

10.6.k. Elaborate ideas clearly through word choice.

10.6.n. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Teamwork**	Importance of Teamwork	Lesson: Introduction to the significance of teamwork in various aspects of life. Activity: Discussion on the role of teamwork in different contexts.
2	**The Pillars of Effective Teamwork**	Characteristics of Effective Teamwork	Lesson: Exploring the key characteristics essential for successful teamwork. Activity: Group discussion on personal experiences with teamwork.
3	**Characteristics of an Effective Team**	Qualities of a Team Player	Lesson: Identifying and discussing the qualities of a good team player. Activity: Self-assessment of personal strengths and areas for improvement.
4	**Common Roles in an Effective Team**	Various Team Roles	Lesson: Understanding different roles within a team and their contributions. Activity: Self-reflection on preferred team roles.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of understanding through a unit assessment related to teamwork concepts.

Virtual Learning Academy

Language Arts

Grade 11

Unit 1: Word Meanings

Unit Overview

In this lesson, students learn about using context clues to determine the meaning of unfamiliar words. They are introduced to the concept of denotative and connotative meanings of words, where denotation refers to the literal dictionary definition and connotation relates to the emotional resonance of a word. The lesson also covers figurative language, including similes, metaphors, alliteration, clichés, hyperboles, idioms, and personification, and emphasizes the importance of understanding figurative language to grasp the author's intended message. Students are provided with practice exercises to identify emotional and neutral connotations, match figurative language terms with their descriptions, and engage with various word meanings and usages.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

11.3.d. Explain the meaning of common idioms.

11.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Context Clues and Vocabulary	Lesson: Introduction to context clues and their role in improving vocabulary. Activity: Identifying context clues in sentences.
2	**Denotative vs. Connotative Meanings**	Understanding Word Meanings	Lesson: Exploring denotative and connotative meanings of words. Activity: Distinguishing between emotional and neutral connotations.
3	**Dictionary and Thesaurus**	Using Reference Tools	Lesson: How to use a dictionary and thesaurus effectively. Activity: Practicing dictionary and thesaurus skills.
4	**Figurative Language**	Exploring Figurative Language	Lesson: Introduction to various forms of figurative language. Activity: Matching figurative language terms with their descriptions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities: Unit assessment to evaluate understanding of context clues, word meanings, reference tools, and figurative language.

Unit 2: Word Changes: Parts of Speech

Unit Overview

In this lesson, students focus on the classification of words as parts of speech, particularly nouns and verbs. It highlights the flexibility of language, where words can change to serve various functions. English exhibits diverse patterns for altering word forms, with multiple rules, versions, and spelling variations. Verbs can transform into nouns by appending specific endings, such as "-er," "-or," "-ation," "-ence," and "-ment." Conversely, nouns can transition into verbs by adding or losing endings, simplifying their forms. In Section B, the lesson explores adjectives and their transformation into nouns and vice versa. Adjectives can become nouns through the addition of "-ness," "-ity," "-ence," or "-ion" endings, while nouns can adopt an adjective form by incorporating "-ic," "-tic," "-ous," or "-ate" endings. This lesson provides practical examples and exercises to reinforce these concepts.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

Day	Section	Key Concept	Lesson/Activity
1	**Parts of Speech – Nouns and Verbs**	Classification of Words	Lesson: Introduction to parts of speech and their flexibility. Explanation of nouns and verbs. Activity: Identifying nouns and verbs in sentences.
2	**Parts of Speech – Nouns and Verbs**	Transforming Verbs into Nouns	Lesson: Exploring how verbs can become nouns with specific endings (-er, -or, -ation, -ence, -ment). Activity: Practice converting verbs into nouns with given examples.
3	**Parts of Speech – Nouns and Verbs**	Transforming Nouns into Verbs	Lesson: Understanding how nouns can change into simpler verb forms. Activity: Exercises to convert nouns into verbs through the addition or removal of endings.
4	**Parts of Speech – Adjectives**	Adjectives into Nouns and Nouns into Adjectives	Lesson: Introducing the transformation of adjectives into nouns and vice versa with various endings (-ness, -ity, -ence, -ion, -ic, -tic, -ous, -ate). Activity: Practicing the conversion of adjectives and nouns into different forms.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of students' understanding of parts of speech, their transformations, and application of concepts learned throughout the unit.

Unit 3: Hyphenation and Spelling

Unit Overview

In this lesson, students are introduced to the concept of hyphens and their various uses in writing. The lesson explains that hyphens are used to join words together, such as in compound words or when adding prefixes. They also serve the purpose of separating syllables and splitting words when necessary. Additionally, the lesson touches on commonly confused words, specifically homophones, which are words that sound alike but have different spellings and meanings. The importance of using the correct homophone in writing is emphasized, as spellcheck may not always catch such errors.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Hyphens**	Understanding Hyphens and Usage	Lesson: Introduction to the concept of hyphens and their role in combining words. Activity: Exploring examples of compound words using hyphens.
2	**Types of Hyphen Usage**	Compound Words and Prefixes	Lesson: Explanation of different uses of hyphens - compound words and adding prefixes. Activity: Creating compound words and words with prefixes.
3	**Syllable Separation with Hyphens**	Separating Words into Syllables	Lesson: Teaching the use of hyphens for splitting words at syllables. Activity: Practicing splitting words into syllables using hyphens.
4	**Commonly Confused Words (Homophones)**	Recognizing and Using Homophones	Lesson: Introduction to homophones and the importance of using the correct one in writing. Activity: Identifying and correcting homophones in sentences.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate understanding of hyphens and homophones concepts learned in previous days.

Unit 4: Usage and References

Unit Overview

In this lesson, you will explore various reference materials that can enhance your educational and linguistic journey. The first resource is the dictionary, which not only provides word spellings but also details on parts of speech, meanings, word origins, and usage examples. Next, the thesaurus is introduced, offering synonyms and antonyms for words. The bilingual dictionary, the third resource, aids in translating words into two languages, making it valuable for language learners. Lastly, the rhyming dictionary is highlighted for organizing words by their endings, particularly useful for poets. Additionally, the lesson touches on the concept of double negatives and how they can inadvertently reverse the intended meaning in sentences, emphasizing the importance of using only one negative word to convey a negative sentiment.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Reference Materials**	Types of Reference Materials	Lesson: Introduction to various reference materials, including dictionaries, thesauruses, bilingual dictionaries, and rhyming dictionaries. Explanation of their uses and features. Activity: Students explore sample entries in different reference materials to understand their structure and purpose.
2	**Dictionaries**	Dictionary Features	Lesson: In-depth exploration of dictionaries, focusing on features such as spelling, pronunciation, parts of speech, meanings, word origin, and usage examples. Activity: Students practice using a dictionary to look up words and gather information.
3	**Thesauruses**	Synonyms and Antonyms	Lesson: Introduction to thesauruses, emphasizing their role in providing synonyms and antonyms for words. Explanation of how to use a thesaurus effectively. Activity: Students find synonyms and antonyms for a set of words using a thesaurus.
4	**Bilingual Dictionaries**	Translation Tools	Lesson: Understanding bilingual dictionaries and their function in translating words into two languages. Activity: Students practice translating words from one language to another using a bilingual dictionary.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: A comprehensive assessment covering the concepts learned throughout the unit, including the use of reference materials, dictionary features, thesauruses, and bilingual dictionaries.

Unit 5: Themes

Unit Overview

In this lesson, the importance of distinguishing between fact and opinion, even in the context of literature, is emphasized. Authors often blend facts and opinions in their writing, making it crucial to differentiate between the two. Facts are statements that can be proven true with evidence, while opinions are personal beliefs or attitudes, more subjective and not universally agreed upon as factual. Using facts to support arguments in writing and research is stressed over relying solely on opinions. Additionally, the lesson covers the concepts of paraphrasing and summarizing, which involve capturing the main ideas of a passage in one's own words to prevent plagiarism. Finally, the lesson introduces the concept of themes in literature, highlighting that themes are the central ideas or insights about life and human nature that a story reveals, distinct from the subject of the story. Recognizing and interpreting themes are essential for understanding an author's purpose and message in their work. Universal themes, which apply across time, culture, and geography, are also discussed.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Fact and Opinion**	Distinguishing Between Fact and Opinion	Lesson: Introduction to distinguishing fact and opinion. Activity: Identifying facts and opinions in sample texts
2	**Fact vs. Opinion in Literature**	Applying Fact vs. Opinion in Literary Analysis	Lesson: Analyzing how authors mix fact and opinion in literature. Activity: Analyzing a literary passage for facts and opinions
3	**Paraphrasing and Summarizing**	Summarizing and Paraphrasing Techniques	Lesson: Paraphrasing and summarizing explained. Activity: Practicing paraphrasing and summarizing skills
4	**Avoiding Plagiarism**	Understanding Plagiarism and its Consequences	Lesson: Exploring the concept of plagiarism and its ethical implications. Activity: Identifying and avoiding plagiarism in sample texts
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to test understanding of fact vs. opinion, paraphrasing, summarizing, and plagiarism concepts

Unit 6: Central Ideas

Unit Overview

This lesson focuses on the concept of the central idea in writing, also known as the main idea. The central idea represents the key point that the author intends for readers to remember. It can be explicitly stated or implied within a text, requiring readers to make inferences. The central idea differs from a topic or phrase, as it forms a complete sentence. It can be located at the beginning, near the end, or implied throughout the text. To identify the central idea, readers analyze the majority of supporting details that explain and describe it, following the formula: Subject + What the author says overall about the subject = Central Idea. Central ideas are essential for understanding informative texts and may have multiple central ideas in some cases. Supporting details play a crucial role in developing the central idea, using various strategies such as examples, statistics, descriptions, causes & effects, quotes, analogies, and stories. The lesson also provides hints for identifying the central idea, emphasizing that specific details reveal it, even if it is not directly stated by the author.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Central Idea**	Understanding Central Idea	Lesson: Introduction to the concept of Central Idea in writing. Activity: Discussion and analysis of a sample text to identify the central idea.
2	**Identifying Central Ideas**	Locating Central Ideas	Lesson: Techniques for identifying and locating central ideas. Activity: Practice exercises in finding central ideas in various texts.
3	**Supporting Details**	Role of Supporting Details	Lesson: Explanation of how supporting details enhance the central idea. Activity: Analyzing texts to identify supporting details.
4	**Analyzing Supporting Details**	Analyzing Supporting Details	Lesson: In-depth analysis of various strategies used in supporting details. Activity: Group discussion on the role of supporting details in writing.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment to evaluate students' understanding of central ideas and supporting details in writing.

Unit 7: Textual Evidence

Unit Overview

In this lesson, the importance of structuring paragraphs effectively is emphasized. Paragraphs typically consist of two main types of sentences: the main idea, usually presented as the topic sentence, and supporting sentences that provide details and facts to bolster the main idea. The lesson highlights the significance of maintaining a strong topic sentence and avoiding the inclusion of irrelevant information. Additionally, the lesson introduces the concepts of making inferences and drawing conclusions while reading. Inferences involve making educated guesses based on clues or evidence in the text, while drawing conclusions entails forming well-supported opinions based on details in the passage. Both skills require careful observation and interpretation of context clues and evidence within the text, reinforcing the idea that effective reading involves not only comprehension but also critical thinking and analysis.

SOL Standards

11.1.b. Credit information sources.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Paragraph Structure**	Structuring Effective Paragraphs	Lesson: Introduction to paragraph structure and the importance of a strong topic sentence. Activity: Identifying topic sentences and supporting sentences in sample paragraphs.
2	**Inferences**	Making Inferences from Text	Lesson: Understanding the concept of inference and using context clues. Activity: Practicing making inferences from short passages.
3	**Drawing Conclusions**	Drawing Conclusions from Text	Lesson: Introduction to drawing conclusions based on evidence in the text. Activity: Drawing conclusions from given passages.
4	**Applying Concepts**	Applying Skills in Reading	Lesson: Reinforcing paragraph structure, making inferences, and drawing conclusions. Activity: Analyzing longer passages that require multiple skills.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment evaluating understanding of paragraph structure, making inferences, and drawing conclusions.

Unit 8: Figures of Speech - Hyperbole and Paradox

Unit Overview

In this lesson, Section A focuses on the literary device of hyperbole, which involves extreme exaggeration to emphasize ideas or add humor to writing and conversation. Hyperbole is commonly used in everyday language and literature, and it is exemplified through phrases like "I can see you a mile away!" or "I am so hungry; I could eat a horse!" In Section B, the lesson explores the concept of paradox, a sophisticated literary device that presents statements or situations that appear contradictory but often contain a kernel of truth. Paradoxes can illustrate opinions contrary to traditional ideas and encourage innovative thinking. In literature, paradoxes can create mystery, complexity, and conflict within a story, making it more engaging. Examples include phrases like "less is more" and "you have to be cruel to be kind."

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

Day	Section	Key Concept	Lesson/Activity
1	**Hyperbole**	Extreme Exaggeration	Lesson: Introduction to Hyperbole - Understanding the concept of extreme exaggeration and its purpose in writing and communication. Activity: Analyzing examples of hyperbole in everyday conversation and literature.
2	**Hyperbole**	Emphasis and Humor	Lesson: Exploring the use of hyperbole for emphasis and humor in writing and speech. Activity: Creating hyperbolic statements for various scenarios to practice using this literary device effectively.
3	**Hyperbole**	Everyday Usage	Lesson: Discussing the prevalence of hyperbole in everyday conversation and its impact. Activity: Engaging in a group discussion to identify instances of hyperbole in daily life.
4	**Paradox**	Contradictory Statements	Lesson: Introduction to Paradox - Understanding the concept of paradox and its role in literature and communication. Activity: Analyzing paradoxical statements and discussing their potential meanings.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Day five will consist of a unit assessment that evaluates students' understanding of hyperbole and paradox. This assessment will include identifying examples, explaining their purpose, and creating their own examples of hyperbole and paradox.

Unit 9: Author's Purpose and View

Unit Overview

In this lesson, Section A focuses on understanding the author's purpose in a passage. To effectively evaluate a text, it is crucial to discern why the author wrote it. Authors generally have one of three primary purposes: to inform, entertain, or persuade. When the purpose is to inform, the author aims to provide factual information without expressing strong opinions, commonly found in texts like cookbooks or historical accounts. To entertain, the author's goal may be to tell a story, describe characters, or create an enjoyable reading experience, as seen in plays, poems, or jokes. When the purpose is to persuade, the author seeks to make the reader agree with their opinion, often using facts and examples, as evident in commercials or editorials. Recognizing the author's purpose is essential for better comprehension. Section B delves into the author's point of view, emphasizing that authors have unique perspectives that influence various aspects of their writing, such as word choice, organization, and the message they convey. The lesson provides steps to determine both the author's purpose and point of view and categorizes different types of writing accordingly, whether they aim to inform, persuade, or entertain, depending on whether they are nonfiction, persuasive pieces, or fiction.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	**Section A: Author's Purpose**	Understanding Author's Purpose	Lesson: Introduction to author's purpose and its significance in reading comprehension. Activity: Analyzing and categorizing sample texts into the three primary author's purposes (inform, entertain, persuade).
2	**Section A: Author's Purpose**	Types of Author's Purposes	Lesson: In-depth exploration of the three primary author's purposes (inform, entertain, persuade) with examples and characteristics. Activity: Identifying author's purpose in various real-life texts.
3	**Section A: Author's Purpose**	Practicing Author's Purpose	Lesson: Practical exercises on identifying author's purpose in newspaper headlines and short passages. Activity: Analyzing and determining the author's purpose in provided headlines.
4	**Section B: Author's Point of View**	Understanding Author's Point of View	Lesson: Introduction to author's point of view and its impact on writing. Activity: Identifying author's point of view in sample texts and discussing its influence.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive unit assessment evaluating students' understanding of author's purpose and point of view through analysis of various texts and scenarios.

Unit 10: Plot

Unit Overview

In this lesson, the concept of plot in literature is explored. The plot is described as the structural framework of a story, depicting the sequence of events and actions within it. The traditional pyramid-shaped plot structure, as outlined by Gustav Freytag, is introduced, consisting of five parts: exposition (the story's beginning), rising action (conflicts leading to the climax), climax (the turning point), falling action (events following the climax), and resolution (the conclusion). Plots can be presented in different narrative styles, including chronological order, flashback, and media res. Additionally, the lesson discusses key plot components, such as characterization (how characters are portrayed), setting (the time and place of the story), and conflict (the dramatic struggle between opposing forces), emphasizing their crucial role in crafting engaging literary stories.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Plot in Literature	Lesson: Introduction to the concept of plot in literature. Activity: Discussion on the importance of plot
2	**Plot Structure Basics**	Pyramid-shaped Plot Structure	Lesson: Exploring the traditional pyramid-shaped plot structure. Activity: Analyzing examples of plot structures
3	**Narrative Styles**	Chronological, Flashback, and Media Res	Lesson: Different narrative styles for presenting plots. Activity: Identifying narrative styles in stories
4	**Key Plot Components**	Characterization, Setting, Conflict	Lesson: Exploring key plot components and their roles. Activity: Analyzing how these elements shape a story
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Unit Assessment: Unit assessment evaluating understanding of plot concepts

Unit 11: Text Features & Directions

Unit Overview

In this lesson, Section A focuses on understanding and utilizing text features in technical directions. These text features include headings and subheadings, special typefaces (bold and italic), numbered steps, graphics (such as maps and charts), and transitional words. These elements serve the purpose of making instructions in scientific, mechanical, educational, and electronic texts more comprehensible, aiding readers in completing tasks accurately and efficiently. In Section B, the lesson delves into the importance of following technical directions effectively by providing four key tips: reading instructions carefully before starting, reading aloud if necessary for better comprehension, referencing pictures or diagrams, and looking up unfamiliar words to ensure a clear understanding of the directions. These strategies are essential for successfully navigating complex instructions and avoiding errors in various tasks and projects.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.4.k. Compare/contrast literary and informational nonfiction texts.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Section A: Text Features**	Introduction to Text Features	Lesson: Understanding the role of text features in instructions. Activity: Identify common text features in examples
2	**Section A: Text Features**	Using Headings and Subheadings	Lesson: Exploring how headings and subheadings organize information. Activity: Create headings for given content
3	**Section B: Following Tech Directions**	Reading Instructions Carefully	Lesson: Stressing the importance of thorough reading. Activity: Practice careful reading of complex directions
4	**Section B: Following Tech Directions**	Using Pictures and Diagrams	Lesson: Utilizing images for clarity. Activity: Analyze and interpret device-related images for effective guidance
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit Assessment to evaluate understanding of text features and effective direction-following strategies

Unit 12: Events and Ideas

Unit Overview

In the "Events and Ideas" lesson, the importance of identifying the sequence of events in a story is emphasized as it allows readers to discern the story's beginning, middle, and end. The lesson also introduces the broader concept of organization in writing, highlighting how authors use various organizational systems to make it easier for readers to locate information and ideas. Examples of organizational structures like cause and effect and chronological order are mentioned, along with the suggestion of creating a chart to track the sequence of events to enhance comprehension. Additionally, the lesson briefly touches upon character traits, character motivation, and character conflict, providing a holistic understanding of storytelling elements and how they contribute to the overall organization of a narrative.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose.

11.5.a. Apply information from texts to clarify understanding of concepts.

Day	Section	Key Concept	Lesson/Activity
1	**Section A: Organization in Writing**	Identifying Sequence of Events	Lesson: Understanding the significance of identifying the sequence of events in a story. Activity: Analyze story structures
2	**Section A: Organization in Writing**	Organizational Systems in Writing	Lesson: Introduction to how authors use organizational systems for clarity. Activity: Identify different organizational structures
3	**Section B: Character Traits**	Understanding Character Traits	Lesson: Exploring the concept of character traits in storytelling. Activity: Identify character traits in given examples
4	**Section C: Character Motivation**	Types of Characterization	Lesson: Discussing the three types of characterization: dialogue, description, and actions. Activity: Analyze characterization examples
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit Assessment to evaluate understanding of narrative elements and their organization

Unit 13: Types of Writing

Unit Overview

In this lesson on Types of Writing, three types of writing are discussed. Nonfiction (Section A) discusses various types of nonfiction writing, like news articles, textbooks, biographies, and technical manuals. It emphasizes the difference between facts and opinions, provides examples of autobiographies and biographies, and offers reading tips for nonfiction. Persuasive Pieces (Section B) focuses on persuasive writing, including editorials, advertisements, and speeches. It explains that the author's goal is to persuade readers and highlights key words used in persuasive writing. Fiction (Section C) explores fiction writing through short stories, novels, and dramas. It mentions how fiction is meant to entertain, discusses the author's use of characters and tone, and touches on the blend of fact and imagination in fiction.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

11.8.a. Critically evaluate quality, accuracy, and validity of information.

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Nonfiction (Section A)**	Types of Nonfiction Writing	Lesson: Introduction to Nonfiction Writing. Activity: Identifying Types of Nonfiction Texts
2	**Nonfiction (Section A)**	Author's Purpose in Nonfiction	Lesson: Understanding Author's Purpose in Nonfiction. Activity: Analyzing Author's Purpose
3	**Persuasive Pieces (Section B)**	Persuasive Writing Techniques	Lesson: Exploring Persuasive Writing Techniques. Activity: Analyzing Persuasive Texts
4	**Fiction (Section C)**	Elements of Fiction Writing	Lesson: Introduction to Fiction Writing. Activity: Analyzing Elements of Fiction in Texts
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of Nonfiction, Persuasive Writing, and Fiction Concepts

Unit 14: Thesis and Claim

Unit Overview

In this lesson on Thesis and Claim, Section A focuses on the importance of the thesis statement in academic writing. The thesis is presented as a concise and specific premise that answers a prompt or question, serving as a roadmap for the rest of the paper. It is emphasized that a good thesis statement should be specific, not general, and that it should be supported by claims. Claims are introduced as assertions that require evidence to convince the reader, and these claims must be clear and substantiated with textual evidence and credible sources. The role of supporting evidence, which can take various forms such as facts, quotations, examples, details, and statistics, is highlighted in reinforcing the claims. Section B delves into the concept of claims, distinguishing them from facts and emphasizing their role as conclusions drawn from facts. Evidence is defined as the data that supports claims and must be sufficient and relevant. The importance of reasoning, which connects claims to the supporting evidence and demonstrates a deep understanding of the text, is also discussed. Section C addresses the use of primary and secondary sources in research papers. It emphasizes the need for reliable sources and provides a list of questions to evaluate potential sources. Primary sources, which provide insights into specific moments in time, are contrasted with secondary sources that deal with past events or topics. The lesson stresses the importance of proper citation to avoid plagiarism when using outside sources in academic writing.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Section A: Thesis**	Importance of the Thesis Statement	Lesson: Understanding the Thesis Statement. Activity: Thesis Statement Examples and Analysis
2	**Section A: Thesis**	Crafting Effective Thesis Statements	Lesson: Crafting Specific Thesis Statements. Activity: Practice in Writing Thesis Statements
3	**Section B: Claims**	The Role of Claims in Argumentative Writing	Lesson: Introduction to Claims. Activity: Identifying and Formulating Claims
4	**Section B: Claims**	Supporting Claims with Evidence and Reasoning	Lesson: Using Evidence and Reasoning in Arguments. Activity: Analyzing Sample Arguments
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit Exam and Essay Writing

Unit 15: Fiction – “The Tell-Tale Heart”

Unit Overview

In this lesson, Section A delves into the world of fiction, emphasizing its imaginative nature and its ability to convey deeper thematic and symbolic meanings. It explores the various types of fiction, such as novels, short stories, and poems, using "The Tell-Tale Heart" as an example. The lesson highlights how fiction can be inspired by real events and characters but is skillfully altered by writers. Furthermore, it outlines the functions of fiction, including entertainment, education, and inspiration, with its capacity to evoke emotions and provide insight into characters and their lives. The section also introduces key elements of fiction, including theme, conflict, point of view, imagery, plot, foreshadowing, tone, flashback, main idea, suspense, mood, and irony. Moving on to Section B, it introduces the renowned American author Edgar Allan Poe, known for his dark and Gothic tales of horror. The section briefly touches on Poe's tragic life and his significant contributions to Gothic literature. In Section C, the focus narrows to one of Poe's most famous works, "The Tell-Tale Heart," providing an overview of its plot and key characters, including the paranoid narrator, the old man with blue eyes, the three policemen, and a neighbor who plays a crucial but small role in the story.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.a. Describe contributions of different cultures to the development of American literature.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.d. Interpret the social or cultural function of American literature.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

Day	Section	Key Concept	Lesson/Activity
1	**Fiction**	Introduction to Fiction	Lesson: Understanding the Nature of Fiction - An overview of fiction as imaginative literature, its types, and literary merits. Activity: Discussion on different types of fiction and their characteristics.
2	**Fiction**	Elements of Fiction	Lesson: Exploring Elements of Fiction - Detailed exploration of key elements such as theme, conflict, point of view, and more. Activity: Analyzing short stories to identify these elements.
3	**Edgar Allan Poe**	Edgar Allan Poe and Gothic Literature	Lesson: Introduction to Edgar Allan Poe - Learning about Poe's life and his contributions to Gothic literature. Activity: Reading and discussing excerpts from Poe's works.
4	**The Tell-Tale Heart**	Analysis of "The Tell-Tale Heart"	Lesson: Deep Dive into "The Tell-Tale Heart" - In-depth analysis of the plot, characters, and themes in the story. Activity: Group discussion and interpretation of key elements in the story.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering the concepts of fiction, elements of fiction, Edgar Allan Poe's influence, and "The Tell-Tale Heart."

Unit 16: Nonfiction – “The Narrative of the Life of Frederick Douglass, an American Slave”

Unit Overview

In this lesson, Section A focuses on nonfiction literature, emphasizing the distinction between facts and opinions. Nonfiction serves the purpose of providing factual information and imparting new facts, ideas, procedures, and concepts. It encompasses various forms such as biographies, autobiographies, historical texts, newspaper articles, poems, dramas, and more. The section also introduces different patterns and elements commonly found in nonfiction writing, including problem/solution, author's tone, cause/effect, compare/contrast, author's voice, and sequence of events. Section B delves into the life of Frederick Douglass, a former slave who became a prominent social reformer, abolitionist, orator, writer, and statesman. His autobiography, "Narrative of the Life of Frederick Douglass, an American Slave," is highlighted for its powerful impact on abolitionist movements and its challenge to the notion that Black individuals lacked the intellectual capacity for independence. Section C underscores the significance of Douglass's autobiography, noting its immediate success and its role in increasing awareness and outrage against the abhorrent practice of slavery.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.a. Describe contributions of different cultures to the development of American literature.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.d. Interpret the social or cultural function of American literature.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Section A: Nonfiction**	Understanding Nonfiction	Lesson: Introduction to nonfiction literature and the distinction between facts and opinions. Activity: Discussion on examples of nonfiction.
2	**Section A: Nonfiction**	Types of Nonfiction	Lesson: Exploring various types of nonfiction, such as letters, web blogs, memoirs, and more. Activity: Analyzing examples of different nonfiction types.
3	**Section A: Nonfiction**	Nonfiction Patterns and Elements	Lesson: Introduction to nonfiction patterns and elements like problem/solution, author's tone, cause/effect, etc. Activity: Identifying these elements in texts.
4	**Section B: Frederick Douglass**	Frederick Douglass's Life	Lesson: Examining the life and achievements of Frederick Douglass, focusing on his role in the abolitionist movement. Activity: Discussion on Douglass's impact.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment covering key concepts from the entire unit. Evaluate students' understanding of nonfiction and Frederick Douglass's life and impact.

Unit 17: Persuasive Text – Girls of the Crescent

Unit Overview

In this lesson on persuasive text, students are introduced to the concept of writing persuasive essays. They learn that a persuasive essay begins with a clear topic sentence expressing an opinion, followed by providing reasons from weakest to strongest, using transitions to guide the reader through the ideas, and presenting the opposing side of the issue for a balanced view. The purpose of persuasive writing is to persuade the reader, and it is achieved through the use of ethos (building trust and credibility), logos (using facts and data), and pathos (appealing to emotions). Persuasion is a common literary technique found in various contexts, including literature, politics, and advertising. The lesson also includes practical exercises to identify the types of persuasion in advertisements. Additionally, students are introduced to a persuasive text about two Muslim girls starting a non-profit organization called "Girls of the Crescent" to increase diversity and representation in libraries and schools by collecting and donating books with female Muslim main characters.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.a. Describe contributions of different cultures to the development of American literature.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.d. Interpret the social or cultural function of American literature.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Persuasion**	Understanding Persuasive Writing	Lesson: Introduction to persuasive writing concepts. Activity: Discuss the purpose of persuasive writing.
2	**Persuasive Text Formula**	Components of a Persuasive Essay	Lesson: Exploring the structure of a persuasive essay. Activity: Analyze a sample persuasive essay.
3	**Types of Persuasion**	Ethos, Logos, and Pathos	Lesson: Introduction to ethos, logos, and pathos in persuasion. Activity: Identify them in advertisements.
4	**Practical Application**	Applying Persuasion Techniques	Lesson: Applying persuasion techniques in writing. Activity: Writing persuasive paragraphs.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of persuasive writing through a unit assessment.

Unit 18: SEMESTER EXAM

Unit Overview

In this lesson on "Semester Exam," students are introduced to key terms related to reading, literature, and language. The lesson covers essential concepts such as context clues, denotation, inference, figurative language, chronological order, tone, directions, dashes, events, homonyms, facts, informational text, and many more. Additionally, the lesson includes key passages from nonfiction texts, showcasing the life and contributions of W. E. B. Du Bois and providing insights into various aspects of fiction through the story of "Basketball Blues" by Raquel Lindell. Lastly, the lesson presents a persuasive text titled "Video Games—Play On" by Zachary Felton, which argues for the benefits of video games in improving thinking skills, reaction time, and hand-eye coordination, challenging negative stereotypes associated with gaming.

SOL Standards

All Language Arts Education Standards of Learning for Virginia Public Schools from Units 1-17 will be covered on the exam.

11.1.b. Credit information sources.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.e. Explain the meaning of literary and classical allusions and figurative language in text.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.4.k. Compare/contrast literary and informational nonfiction texts.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

11.5.g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

11.5.h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.a. Critically evaluate quality, accuracy, and validity of information.

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Reading and Literature Fundamentals	Lesson: Introduction to Reading and Literature Concepts. Activity: Discussion on the importance of reading and literature
2	**Key Terms**	Understanding Literary Terms	Lesson: Exploring Key Literary Terms and Definitions. Activity: Analyzing excerpts to identify literary terms
3	**Nonfiction Passages**	Analyzing Nonfiction Texts	Lesson: Understanding Nonfiction Passages. Activity: Analyzing a nonfiction passage for its structure and main ideas
4	**Fiction Stories**	Elements of Fictional Writing	Lesson: Exploring Elements of Fiction in "Basketball Blues". Activity: Analyzing characters, plot, and themes in the story
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering key concepts from all previous days.

Unit 19: Courage

Unit Overview

In this unit, students will engage with Junot Díaz's "The Terror" to explore the question of what motivates individuals to display courage. They will develop their analytical skills by examining how authors construct their themes, as well as expand their vocabulary through context clue activities. The unit comprises two main sections: the first focuses on vocabulary, emphasizing context clues, while the second delves into the central idea of Díaz's work, with an essential question surrounding the inspiration for courage. Junot Díaz's background as a Dominican American writer and his personal experiences with fear after an adolescent assault provide the context for this exploration. Throughout the lesson, students will practice identifying an author's central idea, the supporting evidence provided, and the details that contribute to a deeper understanding of the theme. Additionally, they will utilize a graphic organizer to structure their analysis and essay development, covering introductory statements, main ideas, supporting details, and concluding remarks.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Vocabulary - Context Clues**	Understanding Context Clues in Vocabulary	Lesson: Introduction to using context clues to determine word meanings. Activity: Practice identifying synonyms as context clues.
2	**Vocabulary - Context Clues**	Expanding Vocabulary Using Context Clues	Lesson: Exploring different types of context clues (synonyms, antonyms, definitions, examples, word parts). Activity: Using context clues effectively.
3	**Author's Central Idea ("The Terror")**	Identifying an Author's Central Idea	Lesson: Understanding the concept of an author's central idea and how it's supported. Activity: Analyzing Junot Díaz's central idea in "The Terror."
4	**Essay Map**	Structuring an Essay with an Outline	Lesson: Introduction to essay mapping and creating an outline. Activity: Developing an outline for their essays.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' ability to identify central ideas, use context clues, and create an essay outline based on the unit content.

Unit 20: Being Different

Unit Overview

In this unit, students will delve into Margarita Engle's poem "Drum Dream Girl," exploring the theme of embracing one's identity in the face of societal expectations. The central question posed is "How does it feel to be different?" Through close analysis of the author's word choice, students will dissect the poem's language, paying special attention to descriptive words and phrases that shape its meaning. The unit also focuses on the importance of context clues in deciphering unfamiliar vocabulary within the text. Furthermore, students will consider synonyms as a tool to understand word meanings better. Margarita Engle, a Cuban-American poet and novelist, penned this poem inspired by the real-life story of Millo Castro Zaldarriaga, a young girl who challenged traditional gender roles in Cuban drumming. Through their exploration of "Drum Dream Girl," students will contemplate the impact of one's authenticity on others, ultimately reflecting on the question of what it means to be different in their own lives. They will also engage in creative expression by crafting acrostic poems related to the word "Different," aligning with the central theme of the lesson.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction and Vocabulary**	Understanding Vocabulary and Context	Lesson: Introduction to the unit and the theme of "Being Different." Activity: Vocabulary exploration and context clues practice.
2	**Word Choice in Poetry**	Analyzing Word Choice	Lesson: Exploring how authors use word choice to convey meaning in poetry. Activity: Analyzing word choice in poems.
3	**Context Clues**	Using Context Clues	Lesson: Understanding various types of context clues for vocabulary comprehension. Activity: Practice with context clues.
4	**Synonyms in Context**	Utilizing Synonyms	Lesson: Focusing on synonyms as a context clue strategy. Activity: Identifying synonyms in poetry.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment evaluating comprehension of vocabulary, word choice, and context clues in poetry.

Unit 21: Failure and Success

Unit Overview

In this unit, students will explore the essential question, "How can challenges and failures lead to success?" by reading "Sweet, Difficult Sounds" by I.M. Desta. The unit focuses on analyzing how an author develops a theme within the text. Students will also work on vocabulary comprehension and using context clues to understand unfamiliar words. The story follows a young woman who immigrates to the United States and faces challenges in fitting in at school, particularly related to her accent. Through the narrative, the lesson highlights the importance of support and friendship in overcoming challenges and achieving success. Additionally, students will engage in a creative activity by crafting a Diamante Poem inspired by the central question and the story's themes, providing them with an opportunity for self-expression and reflection.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Essential Question Exploration	Lesson: Introduction to the essential question, "How can challenges and failures lead to success?" Activity: Discussion and brainstorming on the topic.
2	**Vocabulary**	Understanding Key Terms	Lesson: Vocabulary comprehension and context clues. Activity: Practice using context clues to define unfamiliar words.
3	**Analyze Theme**	Theme and Its Significance	Lesson: Exploring the difference between topic and theme. Activity: Identifying themes in "Sweet, Difficult Sounds."
4	**Diamante Poem**	Creative Expression	Lesson: Introduction to Diamante Poems and their structure. Activity: Writing a Diamante Poem based on the story and essential question.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate understanding of how challenges and failures can lead to success.

Unit 22: In and Out

Unit Overview

In this unit, students will explore the essential question, "What does it mean to be an outsider?" by reading the short story "The Stolen Party." The unit focuses on analyzing how authors develop conflict through character interactions. Students will engage in vocabulary activities to understand key terms, emphasizing context clues and antonyms. The main focus of the unit is on understanding conflict in literature, both external (person vs. person, person vs. nature, person vs. society) and internal (person vs. self). "The Stolen Party" by Argentine author Liliana Heker serves as the central text, and students will analyze character interactions to uncover the story's conflicts. The unit culminates in the completion of a Conflict Map, where students identify and explore the central conflict in the story, its causes, and potential resolutions.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	**Vocabulary Introduction**	Understanding Vocabulary	Lesson: Introduction to key vocabulary words and context clues. Activity: Predicting word meanings using visual cues and context.
2	**External vs. Internal Conflict**	Types of Conflict	Lesson: Differentiating between external and internal conflict in literature. Activity: Identifying examples of external and internal conflicts in texts.
3	**"The Stolen Party" Overview**	Analyzing Character Interactions	Lesson: Introduction to the short story "The Stolen Party" by Liliana Heker. Activity: Discussing author background and initial impressions.
4	**Conflict Analysis**	Character Conflict in the Story	Lesson: Analyzing how character interactions drive conflict in literature. Activity: Identifying key character interactions in "The Stolen Party."
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate understanding of vocabulary, conflict types, and character interactions in "The Stolen Party."

Unit 23: Exploring Poetry about Sports

Unit Overview

In this unit, students will explore two poems related to sports: "Makin' Jump Shots" by Michael S. Harper and "Pitcher" by Robert Francis. The objectives of the unit include making predictions based on the title, poet's biography, and associated images, as well as reading and analyzing the poems to identify key images, details, and themes. The first poem, "Makin' Jump Shots" by Michael S. Harper, is expected to evoke predictions related to the artistry and skill of a basketball player, considering the poet's background in writing about the African American struggle for freedom and equal rights. The second poem, "Pitcher" by Robert Francis, invites predictions about the unconventional approach of a baseball pitcher, given the poet's inclination towards depicting athletic skills and rhythms. Throughout the unit, students will engage with the poems to refine their predictions and explore the imagery and themes presented in these sports-related works.

SOL Standards

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Making Predictions	Lesson: Introduction to the unit and the importance of making predictions in poetry analysis. Activity: Discussion on predicting poem content.
2	**"Makin' Jump Shots"**	Analyzing Imagery and Biography	Lesson: Analyzing Michael S. Harper's biography and its potential impact on the poem. Activity: Predicting poem content based on title and biography.
3	**"Makin' Jump Shots"**	Reading and Imagery Exploration	Lesson: Reading and exploring "Makin' Jump Shots" by Michael S. Harper. Activity: Visualizing and discussing the imagery in the poem.
4	**"Pitcher"**	Predicting and Analyzing Unique Techniques	Lesson: Analyzing Robert Francis's biography and its potential impact on the poem. Activity: Predicting poem content based on title and biography.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to synthesize key concepts, analyze poems, and make predictions based on provided information.

Unit 24: Exploring Poetry about Families

Unit Overview

In this unit, students will explore two poems centered around the theme of families. The first poem, "Those Winter Sundays" by Robert Hayden, delves into the emotions of a boy towards his father and his actions on cold Sunday mornings. Through this poem, students will learn to make predictions based on a poem's title, the poet's biography, and accompanying imagery. The second poem, "daughters" by Lucille Clifton, sheds light on the great-grandmother's influence on the women in the family and the power she imparts to them. Students will practice predicting the poem's content based on relevant context and imagery. Throughout the unit, students will also work on identifying key images, details, and themes in these poems, fostering a deeper understanding of the familial relationships and emotions explored in the texts.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Exploring Poetry	Lesson: Introduction to the unit and the theme of family in poetry. Activity: Group discussion on students' initial thoughts and feelings about family.
2	**Section A: "Those Winter Sundays"**	Predictive Analysis	Lesson: Understanding the poem "Those Winter Sundays" by Robert Hayden. Activity: Predicting the poem's content based on title, biography, and imagery.
3	**Section A: "Those Winter Sundays"**	Analyzing Imagery and Themes	Lesson: Analyzing key images, details, and themes in "Those Winter Sundays." Activity: Group discussion and analysis of the poem.
4	**Section B: “daughters” by Lucille Clifton**	Predictive Analysis	Lesson: Understanding the poem "daughters" by Lucille Clifton. Activity: Predicting the poem's content based on title, biography, and imagery.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' understanding of family themes in poetry.

Unit 25: Exploring Poetry about Nature

Unit Overview

In this unit, students will explore two poems related to nature: "Dawn" by William Carlos Williams and "Oread" by H.D. The objectives include making predictions based on the poem's title, the poet's biography, and an associated image, reading and listening to three poems about sports, and identifying key images, details, and themes. In the first section, students learn about William Carlos Williams, a pediatrician and writer from New Jersey, and are prompted to predict the poem's content based on the title, biography, and image. They then read "Dawn," a poem that vividly describes the awakening of daybreak with bird songs and the rising sun. In the second section, students are introduced to H.D., born in Bethlehem, Pennsylvania, and are asked to predict the poem's theme. They proceed to read "Oread," a poem that invokes the power of the sea and nature to cover and protect with its elements. Throughout this unit, students engage in thoughtful analysis and visualization of these poetic works.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Exploring Nature Poetry	Lesson: Introduction to the unit and the exploration of nature poetry. Activity: Discussion on the importance of nature in literature.
2	**Section A: "Dawn"**	Predicting Poetry Content	Lesson: Learning about William Carlos Williams and making predictions about "Dawn." Activity: Reading and initial predictions.
3	**Section A: "Dawn"**	Imagery and Themes in Poetry	Lesson: Analyzing key images and themes in "Dawn." Activity: Group discussion on the poem's imagery and themes.
4	**Section B: "Oread"**	Predicting Poetry Content	Lesson: Introduction to H.D. and making predictions about "Oread." Activity: Reading and initial predictions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Lesson: Assessment of unit concepts learned in the previous days. Activity: Unit assessment to evaluate understanding of nature poetry concepts.

Unit 26: Word Origins

Unit Overview

In this unit, students will develop a comprehensive understanding of English word origins, employing both audio and visual resources. The objectives encompass the practice of identifying etymological, spelling, diction, and usage issues within sentences, recognizing the pivotal connection between word history knowledge and editing choices, and pinpointing errors related to word origins, including etymology, spelling, word selection, and levels of usage through sentence editing exercises. The unit is organized into sections, with Section A introducing the significance of word origins and elucidating editing considerations concerning history, denotation, connotation, and usage, while Section B explores five different word categories: Buildings, Entertainment, Institutions, Transportation, and Urban Order. Finally, Section C provides practical exercises employing standard abbreviations (e.g., IE for Indo-European) for students to identify word origins in a passage describing a visit to London, fostering a deeper comprehension of word histories and their implications throughout the unit.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Word Origins	Lesson: Introduction to the importance of word origins and their impact on language. Activity: Discussion on word history's significance in communication.
2	**Editing Review**	Etymology and Editing Considerations	Lesson: Exploring editing considerations related to word history, diction, and spelling. Activity: Practice editing sentences for word origins.
3	**Word Categories**	Exploring Word Categories	Lesson: Introduction to word categories (e.g., Buildings, Entertainment) and their origins. Activity: Analyzing words within different categories.
4	**Word Origin Practice**	Practical Application of Word Origins	Lesson: Applying knowledge of word origins through standard abbreviations. Activity: Analyzing a passage for word origins.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate understanding of word origins, editing, and word categories learned throughout the unit.

Unit 27: Sentence Boundaries

Unit Overview

In this unit on sentence boundaries, students will focus on developing a strong grasp of standard language usage by analyzing audio and visual text. The objectives include practicing the identification of errors in standard sentence structure, recognizing how standard usage rules relate to editing decisions, and identifying common errors in word choice, verb usage, subject-verb agreement, pronoun case, and punctuation through sentence editing. The unit is divided into three sections: Section A covers standard usage with a focus on word choice, verbs, subject-verb agreement, pronoun case, and punctuation rules. Section B provides editing alerts and reminders, emphasizing careful word choice, verb tense consistency, and proper pronoun usage. Section C offers practice exercises using historical content about the Mississippi River to reinforce these concepts.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

Day	Section	Key Concept	Lesson/Activity
1	**Word Choice**	Word Choice Rules	Lesson: Introduction to Word Choice Rules. Activity: Identifying word choice errors in sentences
2	**Verbs**	Verb Usage Guidelines	Lesson: Understanding Proper Verb Usage. Activity: Correcting verb usage errors in sentences
3	**Subject-Verb Agreement**	Subject-Verb Agreement Rules	Lesson: Subject-Verb Agreement and Its Rules. Activity: Checking sentences for subject-verb agreement
4	**Pronoun Case**	Pronoun Case Guidelines	Lesson: Pronoun Case and How to Apply It. Activity: Correcting pronoun case errors in sentences
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit test covering all aspects of sentence boundaries unit concepts

Unit 28: Primary Sources

Unit Overview

In this unit on Primary Sources, you will explore the fundamental concepts of primary and secondary sources and their distinctions. Primary sources are original documents, photographs, and records created at the time of an event, offering firsthand insights into historical contexts. On the other hand, secondary sources include materials like books and newspaper reports that provide interpretations and analyses of past events. Understanding these source types is essential as they play a crucial role in illuminating the past and helping us comprehend the events that have shaped our world. This knowledge will lay the foundation for future units where you will learn to analyze primary sources from different historical periods.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Primary Sources**	Understanding Primary Sources	Lesson: Introduction to Primary Sources - Define primary sources, characteristics, and their significance in history. Activity: Analyzing Examples - Examine primary source documents like diaries, letters, and photographs.
2	**Primary Sources**	Analyzing Primary Sources	Lesson: Analyzing Primary Sources - Learn how to critically evaluate primary sources, considering biases and context. Activity: Primary Source Analysis - Practice analyzing primary source documents.
3	**Secondary Sources**	Understanding Secondary Sources	Lesson: Introduction to Secondary Sources - Define secondary sources and their role in interpreting history. Activity: Exploring Secondary Sources - Explore books, articles, and videos as examples of secondary sources.
4	**Secondary Sources**	Analyzing Secondary Sources	Lesson: Analyzing Secondary Sources - Explore how to assess the reliability and perspective of secondary sources. Activity: Secondary Source Evaluation - Evaluate various secondary sources for credibility.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit Test - Assess students' understanding of primary and secondary sources through a comprehensive test covering concepts and analysis.

Unit 29: Primary Source - Preamble to the Constitution

Unit Overview

In this unit, students will learn how to analyze a primary source, specifically the Preamble to the Constitution, a historical text from the 18th century. The objectives of the unit include interpreting historical contexts, answering questions, and making connections, as well as analyzing and interpreting primary source text and audio to encourage active reading, and examining and describing events and ideas within a historical context. The unit is divided into sections, starting with learning how to analyze a primary source and then focusing on the purpose and historical background of the Preamble. The Preamble serves as a preview of the Constitution, outlining its purpose, the reasons for its creation, and the hopes and dreams of the Founding Fathers for a new nation. Students are encouraged to analyze each line of the Preamble to gain a deeper understanding of its significance and the historical context in which it was written.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Learn How to Analyze a Primary Source**	Introduction to Primary Sources	Lesson: Introduce the concept of primary sources and their importance in historical analysis. Activity: Discuss examples of primary sources and their relevance in understanding history.
2	**Focus on the Purpose**	Identifying Key Terms in the Preamble	Lesson: Explore the purpose of the Preamble to the Constitution and its key terms. Activity: Read and analyze the Preamble, identifying and explaining the significance of key terms.
3	**Focus on the Background**	Historical Context of the Preamble	Lesson: Provide historical context for the Preamble by discussing the Revolutionary War and the drafting of the Constitution. Activity: Analyze how the historical context influenced the writing of the Preamble.
4	**Analyze the Primary Source**	Line-by-Line Analysis of the Preamble	Lesson: Guide students in a line-by-line analysis of the Preamble, examining the Founding Fathers' intentions. Activity: Analyze each line of the Preamble and discuss its relevance within the context of the Constitution's creation.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of primary sources, the Preamble's purpose, historical context, and line-by-line analysis through a unit assessment that may include questions, discussions, or written responses.

Unit 30: Primary Source – The New Colossus

Unit Overview

In the unit titled "The New Colossus," students will learn how to analyze a 19th-century primary source, specifically the historical text "The New Colossus." The objectives of this unit include interpreting historical contexts, answering questions, and making connections, as well as analyzing and interpreting primary source text and audio to encourage active reading. Students are encouraged to examine the poem's language and imagery to understand its powerful message. The unit provides historical context about the author, Emma Lazarus, her advocacy for Jewish refugees, and her poem's connection to the Statue of Liberty. After reading the historical context and viewing related content, students are prompted to answer questions about the text, the author's portrayal of immigrants, and whether the speaker has sympathy for them. Additionally, students are asked to determine whether the poem and a related video are primary or secondary sources, preparing them for further analysis of "The New Colossus."

SOL Standards

11.1.i. Evaluate effectiveness of multimodal presentations.

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.2.f. Manage, analyze, and synthesize multiple streams of simultaneous information.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Primary Sources**	Understanding Primary Sources	Lesson: Introduction to primary sources and their importance in historical analysis. Activity: Discuss examples of primary sources and their characteristics.
2	**Analyzing Historical Text**	Interpretation of Historical Contexts	Lesson: Exploring how historical context can shape our understanding of texts. Activity: Analyzing historical events that influenced "The New Colossus."
3	**Analyzing Language and Imagery**	Analyzing Language and Imagery	Lesson: Understanding the use of language and imagery in historical texts. Activity: Analyzing the poem's language and imagery.
4	**Author's Perspective and Sympathy**	Examining Author's Perspective and Sympathy	Lesson: Investigating Emma Lazarus's perspective and sympathy towards immigrants. Activity: Identifying key words from the poem.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will analyze "The New Colossus" and answer questions about historical context, language, and author's perspective.

Unit 31: Primary Source – Roosevelt's Declaration of War Address

Unit Overview

In this unit, students will explore the analysis of a significant historical speech, specifically Roosevelt's Declaration of War address from the 20th century. The objectives of the unit include interpreting historical contexts, answering questions, and making connections, as well as analyzing and interpreting primary source text and audio to encourage active reading. Section A focuses on identifying the tone and multiple goals of Roosevelt's speech, emphasizing that "tone" in public speaking involves a complex analysis of the speaker's attitude and the audience's perception of the message. The historical context in Section B revolves around the surprise attack on Pearl Harbor in 1941, explaining the circumstances that led Roosevelt to address Congress and seek declarations of war on both Asian and European fronts. Section C delves into the analysis of the primary source, highlighting key excerpts from Roosevelt's speech that convey a sense of moral outrage, historical comparisons, and the unification of the American people in response to the war effort.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.4.k. Compare/contrast literary and informational nonfiction texts.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Suggested Focus**	Identifying Tone and Goals in a Speech	Lesson: Introduction to the unit and the concept of analyzing tone and goals in a speech. Activity: Reading Roosevelt's Declaration of War and discussing initial impressions.
2	**Historical Context of the Primary Source**	Understanding Historical Context	Lesson: Delving into the historical context of the Pearl Harbor attack and its significance. Activity: Analyzing excerpts from Roosevelt's speech to identify historical context.
3	**Analyze the Primary Source**	Analyzing Key Excerpts from the Speech	Lesson: In-depth analysis of key excerpts from Roosevelt's Declaration of War speech. Activity: Group discussions and analysis of specific passages.
4	**Public Reaction and Impact**	Assessing Public Response to Roosevelt's Speech	Lesson: Examining how the public reacted to Roosevelt's speech and the impact it had on the nation. Activity: Analyzing historical documents, newspaper articles, or other sources that reflect public sentiment at the time.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Assessment: Students will be assessed on their ability to analyze historical speeches, identify tone and goals, understand historical context, and assess public reaction to Roosevelt's speech. This assessment may include written responses and discussions related to the unit's key concepts.

Unit 32: Primary Source – Address to the Nation on Terrorist Attacks (9/11/01)

Unit Overview

In this unit, students will learn how to analyze a primary source, specifically the historical speech "Address to the Nation on Terrorist Attacks" from the 21st century. The objectives of this unit include interpreting historical contexts, answering questions, and making connections, as well as analyzing and interpreting primary source text, video, and audio to encourage active reading. Students will also examine and describe events and ideas within a historical context. The suggested focus of Section A involves reading and listening to President Bush's address, identifying key terms, and summarizing the events he communicates. Section B provides historical context by detailing the events of September 11, 2001, including the attacks on the World Trade Center and the Pentagon. Section C instructs students to read and watch the video of the address before analyzing it as a primary source.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Primary Sources	Lesson: Introduction to the unit and the importance of analyzing primary sources. Activity: Discussion on the significance of primary sources in historical analysis.
2	**Suggested Focus**	Identifying Key Terms and Events	Lesson: Understanding the objectives of Section A and the importance of identifying key terms and events in a primary source. Activity: Reading and listening to "Address to the Nation on Terrorist Attacks" while identifying key terms and events.
3	**Historical Context**	Contextualizing Historical Events	Lesson: Providing historical context for the events of September 11, 2001. Activity: Discussion on the significance of the historical context and its impact on the primary source.
4	**Analyze the Primary Source**	Analyzing President Bush's Address	Lesson: Guidance on how to analyze the primary source, focusing on President Bush's address. Activity: Analyzing the primary source text and video.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate students' understanding of analyzing primary sources and historical context.

Unit 33: Rhetorical Triangle

Unit Overview

In this lesson on rhetoric, students will explore the art of persuasive communication. The lesson is divided into several sections, beginning with an introduction to the concept of rhetoric. Rhetoric is defined as the use of language tools to shape arguments and make them convincing. Aristotle's three modes of persuasion, logos (appeal to logic), pathos (appeal to emotion), and ethos (appeal to character), are introduced as fundamental elements of rhetoric. The lesson then delves into rhetorical techniques, emphasizing their application in spoken arguments, particularly through speeches. Various rhetorical devices such as idioms, metaphors, repetition, and rhetorical questions are explained as tools that skilled writers and speakers use to evoke emotions and emphasize their points. The lesson also addresses the importance of point of view in communication, highlighting how it influences a writer's or speaker's perspective, word choice, tone, and the content of their work. Overall, the lesson aims to equip students with an understanding of rhetorical techniques and their role in effective communication.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.d. Explain the meaning of common idioms.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Rhetoric**	Understanding Rhetoric	Lesson: Introduction to the concept of rhetoric. Activity: Discussing Aristotle's modes of persuasion.
2	**Modes of Persuasion**	Logos, Pathos, and Ethos	Lesson: Exploring Aristotle's modes of persuasion in depth. Activity: Analyzing speeches for these modes.
3	**Rhetorical Techniques**	Idioms, Metaphors, Repetition, Rhetorical Questions	Lesson: Introducing various rhetorical techniques. Activity: Identifying and using these techniques.
4	**Point of View in Communication**	The Influence of Point of View	Lesson: Understanding the role of point of view in communication. Activity: Analyzing how it affects writing and speeches.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Assessment: Students will apply their knowledge of rhetoric by analyzing and presenting a speech using rhetorical techniques and considering the speaker's point of view.

Unit 34: RHETORIC AND WRITING - EXPLORING AND DEVELOPING ARGUMENTS

Unit Overview

In this unit on Rhetoric and Writing, Section A explores the fundamental concepts of rhetoric, writing, and argument. It begins by introducing Aristotle's definition of rhetoric as the art of persuasion and highlights its continued relevance in understanding and creating texts across various mediums. Writing is discussed as a versatile tool used both in practice and study, emphasizing its role in constructing meaning. The section then delves into the components of an argument, drawing upon Toulmin's model to illustrate the importance of a well-evidenced thesis. Section B focuses on Aristotle's three rhetorical appeals: Pathos, Ethos, and Logos. While all three are discussed, special attention is given to the significance of sound logic (Logos) in constructing persuasive arguments, with a reminder to address any inconsistencies between the thesis and evidence. This lesson provides a foundational understanding of rhetoric and argumentation essential for effective communication and critical analysis.

SOL Standards

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Making an Argument**	Introduction to Rhetoric	Lesson: Introduce Aristotle's definition of rhetoric as persuasion and its historical context. Activity: Explore the importance of rhetoric in communication.
2	**Making an Argument**	Writing as a Tool	Lesson: Discuss the concept of writing as a versatile tool for both activity and study. Activity: Analyze how writing is used in various contexts.
3	**Making an Argument**	Components of an Argument	Lesson: Explore the elements of an argument, including clear stances and reasons. Activity: Examine Toulmin's model to understand thesis construction.
4	**The Rhetorical Appeals**	Pathos, Ethos, and Logos	Lesson: Introduce Aristotle's three rhetorical appeals: Pathos, Ethos, and Logos. Activity: Analyze real-world examples of these appeals in persuasive communication.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit Assessment - Evaluate students' understanding of rhetoric, writing, argument components, and rhetorical appeals through a comprehensive assessment.

Unit 35: Your Writing

Unit Overview

In this unit, you will explore two main types of writing: informative and argumentative. Informative writing focuses on providing information and explaining a topic, while argumentative writing aims to persuade or convince the reader. Additionally, the lesson emphasizes the importance of considering task, purpose, and audience when writing. Task refers to understanding your specific writing assignment, purpose relates to the reason for writing (inform, argue, or entertain), and audience involves identifying who will read your work and adjusting your message accordingly. Furthermore, the lesson introduces the concepts of formal and informal writing styles, highlighting the importance of choosing an appropriate style based on your audience and context, with formal style being more structured and serious, while informal style is more relaxed and casual.

SOL Standards

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Two Types of Writing**	Informative vs. Argumentative	Lesson: Introduction to Informative and Argumentative Writing. Activity: Discuss examples of informative and argumentative writing.
2	**Two Types of Writing**	Purpose of Writing	Lesson: Understanding the Purpose in Writing. Activity: Analyze sample texts to identify their purposes (inform, argue, or entertain).
3	**Task, Purpose, and Audience**	Considering Task	Lesson: Defining and Understanding the Writing Task. Activity: Students practice identifying specific writing tasks in different scenarios.
4	**Task, Purpose, and Audience**	Considering Audience	Lesson: Recognizing the Importance of Audience. Activity: Explore how different audiences may influence writing choices and tone.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit test evaluating understanding of informative vs. argumentative writing, purpose, audience, and style considerations.

Unit 36: Final Exam

Unit Overview

In this unit, students will focus on essential concepts related to reading comprehension and textual analysis. The lesson begins by introducing key terms, including context clues, bold print, tone, headings, outline, informational text, central idea, prose, summarize, persuasive text, setting, usage, cause-effect, compare-contrast, paradox, claim, structure, author's purpose, citation, and author's point of view. These terms are crucial for understanding and interpreting written material effectively. Students will also be instructed to read two key passages, applying the concepts discussed in the lesson to analyze and comprehend the text. This lesson aims to enhance students' reading skills and their ability to critically engage with written works.

SOL Standards

All Health Education Standards of Learning for Virginia Public Schools from Units 1-35 will be covered on the final exam.

11.1.b. Credit information sources.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author’s intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.4.k. Compare/contrast literary and informational nonfiction texts.

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

11.5.g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

11.5.h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.8.a. Critically evaluate quality, accuracy, and validity of information.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Key Terms**	Understanding Terminology	Lesson: Introduce key terms related to reading and comprehension concepts. Activity: Define and discuss key terms.
2	**Context Clues & Bold Print**	Contextual Understanding	Lesson: Explain context clues and bold print in texts. Activity: Analyze text with context clues and bold print.
3	**Tone & Headings**	Author's Perspective	Lesson: Explore tone and headings in literature. Activity: Identify tone and headings in provided text.
4	**Outline & Informational Text**	Organizing Information	Lesson: Discuss the use of outlines and informational text. Activity: Create an outline for informational text.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' comprehension and application of key concepts learned throughout the unit.

Unit 37: Influence of the Mass Media

Unit Overview

The unit titled "Influence of the Mass Media" explores the significant role that mass media plays in shaping public opinion, particularly during elections. It covers topics such as media influence on perceptions and decisions, the functions of mass media, the impact of mass media on society, campaign advertisements, scientific polls, and the ethical use of the Internet in politics. Throughout the lesson, students gain insights into how media shapes political narratives, the tactics employed in campaign ads, the importance of polling in campaign strategies, and the ethical considerations when using the Internet for political engagement. Understanding these concepts is essential for media literacy and informed citizenship in a democratic society, enabling students to critically analyze and navigate the media landscape.

SOL Standards

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.1.f. Anticipate and address alternative or opposing perspectives and counterclaims.

11.1.g. Evaluate the various techniques used to construct arguments in multimodal presentations.

11.1.i. Evaluate effectiveness of multimodal presentations.

11.2.a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

11.2.b. Create media messages with a specific point of view.

11.2.c. Evaluate media sources for relationships between intent and content.

11.2.d. Analyze the impact of selected media formats on meaning.

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.2.f. Manage, analyze, and synthesize multiple streams of simultaneous information.

11.2.g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.f. Demonstrate ethical use of the Internet.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Media Influence**	Media's Influence on Perception	Lesson: Introduction to media influence on perceptions. Activity: Discussion on media's impact on opinions and decisions
2	**Media's Role in Elections**	Media's Role in Shaping Public Opinion	Lesson: Exploring how media shapes public opinion during elections. Activity: Analyzing media coverage of political candidates
3	**The Challenge of Media Literacy**	Media Literacy and Critical Thinking	Lesson: Understanding the importance of media literacy. Activity: Analyzing news articles for bias and credibility
4	**Understanding Mass Media**	Functions of Mass Media	Lesson: Exploring the functions of mass media in society. Activity: Discussing societal impacts of mass media
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate understanding of media influence, media's role in elections, media literacy, and mass media functions

Unit 38: Job Application

Unit Overview

In this unit on Job Application, you will gain a comprehensive understanding of the job application process and its requirements. By the end of this lesson, you will be equipped to interpret employment applications accurately, analyze technical writing for clarity, and enhance your communication skills for both job searching and future endeavors. The lesson covers topics such as the purpose and role of employment applications, the importance of standardization, how to tailor your application, identifying key sections, and the types of job applications. Additionally, you'll learn about analyzing technical writing for clarity, recognizing its purpose, characteristics of good technical writing, navigating specialized terminology, and practicing with real-world examples to improve your skills in understanding and interpreting technical documents. This lesson aims to empower you with the knowledge and skills necessary to excel in the job application process and beyond.

SOL Standards

11.1.d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.1.h. Use vocabulary appropriate to the topic, audience, and purpose.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

11.5.c. Analyze technical writing for clarity.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.e. Draw conclusions and make inferences on explicit and implied information using textual support.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.g. Revise writing for clarity of content, accuracy and depth of information.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.c. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding the Purpose of an Employment Application**	The Significance of Employment Applications	Lesson: Exploring the importance and purpose of employment applications in the job search process. Activity: Analyzing sample employment applications to identify key components and their relevance.
2	**Standardization and Fair Comparison**	The Role of Standardization in Employment Applications	Lesson: Understanding why standardization is crucial in the job application process. Activity: Discussing hypothetical scenarios where standardization benefits employers and applicants.
3	**Assessing Qualifications and Fit**	Evaluating Alignment with Company Culture	Lesson: Exploring how employment applications assess qualifications and fit with company culture. Activity: Role-playing exercises to respond to application questions that gauge alignment with a company's values.
4	**Identifying Key Sections and Information**	Recognizing Key Sections of Employment Applications	Lesson: Breaking down the different sections of employment applications and their purposes. Activity: Practice filling out sample employment application sections with relevant information.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive assessment covering all aspects of the unit, including interpreting employment applications, understanding standardization, evaluating fit with company culture, and identifying key sections and information.

Unit 39: Exploring Advanced Grammar and Style

Unit Overview

In this unit, you will enhance your writing skills and deepen your understanding of English grammar through a detailed exploration of verbal phrases, such as gerund, infinitive, participial, and absolute phrases, each adding unique depth to your writing. You will also learn to differentiate between active and passive voice, a crucial aspect for effective sentence construction. A significant focus will be placed on correctly formatting in-text citations, including parenthetical references, which are essential for maintaining academic integrity. Additionally, you'll develop skills in revising and editing your writing, ensuring it is appropriate for informal and formal contexts. As a key part of this unit, you will read Kate Chopin's "The Story of an Hour." This reading will be a practical example to apply and evaluate the concepts learned. Through this story, you will explore the use of various verbal phrases and analyze sentence structures to identify active and passive voices. You will also practice formatting in-text citations from this text and revise excerpts to suit different contextual styles. This comprehensive approach, combined with the analysis of Chopin's work, will equip you with the tools to craft refined and impactful written communication.

SOL Standards

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.a. Describe contributions of different cultures to the development of American literature.

11.4.b. Compare and contrast the development of American literature in its historical context.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.d. Interpret the social or cultural function of American literature.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.4.i. Analyze the use of dramatic conventions in American literature.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.7.a. Use complex sentence structure to infuse sentence variety in writing.

11.7.b. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.

11.7.c. Distinguish between active and passive voice.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

11.8.e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Day	Section	Key Concept	Lesson/Activity
1	**Verbal Phrases in Writing**	Introduction to Verbal Phrases	Lesson: Overview of gerund, infinitive, participial, and absolute phrases. Activity: Identifying and creating sentences using these phrases
2	**Active vs. Passive Voice**	Active and Passive Voice	Lesson: Explanation of active and passive voice. Activity: Identifying active and passive voice sentences
3	**Formatting In-text Citations**	Parenthetical References	Lesson: Rules and formats for parenthetical references. Activity: Practicing correct citation formats
4	**Revising and Editing for Style**	Informal and Formal Contexts	Lesson: Strategies for informal and formal writing. Activity: Editing practice for different styles and contexts
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive assessment covering all unit concepts and skills

Unit 40: Ethical Information Use

Unit Overview

The unit "Understanding Plagiarism and Responsible Internet Practices" provides a comprehensive overview of key topics related to plagiarism, ethical internet use, and responsible information handling. It begins by defining plagiarism and discussing its consequences in academic and professional settings, as well as its ethical and legal implications. The lesson then outlines essential ethical and legal guidelines for proper attribution, copyright awareness, originality, and respecting intellectual property. It also explores copyright, fair use principles, and different licensing arrangements. Additionally, the lesson emphasizes the importance of ethical internet practices, covering topics such as respecting intellectual property, maintaining privacy, engaging in respectful communication, promoting accuracy and truth, observing legal and ethical standards, practicing security awareness, understanding digital footprints, supporting digital accessibility, and encouraging positive online communities. Overall, the lesson aims to equip learners with the knowledge and tools to use information and digital resources conscientiously and ethically while fostering a respectful and lawful online environment.

SOL Standards

11.1.b. Credit information sources.

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.2.e. Determine the author’s purpose and intended effect on the audience for media messages.

11.2.g. Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.d. Paraphrase and synthesize ideas within and between texts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.8.b. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

11.8.e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

11.8.f. Demonstrate ethical use of the Internet.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Plagiarism**	Definition of Plagiarism	Lesson: Define plagiarism and its forms. Activity: Discuss examples of plagiarism in different contexts.
2	**Consequences of Plagiarism**	Academic and Professional Repercussions	Lesson: Explore academic and professional consequences. Activity: Analyze real-life cases of plagiarism outcomes.
3	**Ethical and Legal Guidelines for Citations**	Proper Attribution and Citation	Lesson: Discuss the importance of proper citation. Activity: Practice citing sources using different formats.
4	**Copyright and Fair Use**	Understanding Copyright Laws	Lesson: Explain copyright laws and fair use principles. Activity: Analyze scenarios to determine fair use cases.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding of plagiarism, ethical guidelines, and internet practices through a test or project.

Unit 41: Essay Mastery - Blending, Comparing, and Analyzing

Unit Overview

In this unit, you will embark on a journey to master the art of crafting effective essays. Throughout this section, you will acquire the skills necessary to seamlessly blend various forms of writing, incorporate narrative elements into your compositions, adeptly utilize textual evidence for comparative and contrastive purposes, and develop the ability to analyze the writing of others, offering constructive feedback. This self-paced reading passage is designed to provide you with essential knowledge and guidance in these critical skills, setting you on the path to becoming a proficient essay writer. You will conclude the unit by undertaking an Essay Writing and Analysis Assessment, which will put your newfound skills to the test. The unit covers topics such as blending multiple forms of writing, embedding narratives, comparing and contrasting multiple texts, and analyzing and improving writing, all of which will equip you for success in both academic and real-world communication scenarios. Effective writing is a lifelong skill that will empower you in your academic and professional pursuits.

SOL Standards

11.1.b. Credit information sources.

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.2.e. Determine the author's purpose and intended effect on the audience for media messages.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

11.4.g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

11.4.h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.6.f. Blend multiple forms of writing including embedding narratives to produce effective essays.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.8.d. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Day	Section	Key Concept	Lesson/Activity
1	**Blending Multiple Forms**	Versatility in Essay Writing	Lesson: Introduction to various forms of writing (Descriptive, Persuasive, Expository, Narrative). Activity: Discuss and analyze examples of each form.
2	**Embedding a Narrative**	Incorporating Personal Experiences	Lesson: How to seamlessly embed narratives into essays. Activity: Practice selecting and integrating relevant anecdotes within an essay.
3	**Comparing and Contrasting**	Analyzing Multiple Texts	Lesson: Theme, Style, Tone, Organization, and Use of Evidence in literary analysis. Activity: Analyzing "The Tell-Tale Heart" and "The Lottery" for themes, style, tone, organization, and textual evidence.
4	**Analyzing and Improving**	Critical Examination of Writing	Lesson: Analyzing elements like style, tone, organization, and evidence in written works. Activity: Analyzing a famous speech for rhetorical devices and audience engagement.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Essay Writing and Analysis Assessment.

Unit 42: Fact and Opinion - Parents, Teens, and Texting

Unit Overview

In this unit titled “Fact and Opinion – Parents, Teens, and Texting,” students will enhance their debate, reading, and writing skills by learning how to substantiate opinions with facts and interpret data effectively. The key strategies include extracting information from texts, comparing and contrasting data, and distinguishing fact from opinion. They will also develop skills in creating presentations using various tools and collaborating with diverse teams, which will enhance their information analysis and processing abilities. The lesson begins by examining the evolution of teen texting habits and delves into the 'texting debate.' They will explore data from the Pew Research Center to form and defend their stances on texting habits among teenagers. Additionally, they will analyze the perspectives of both teenagers and parents regarding the impact of social media, parental oversight, and the appropriateness of reading teens' text messages, using factual evidence to strengthen their arguments. Through these exercises, they will gain a deeper understanding of how facts can be interpreted differently, a crucial skill in forming persuasive debate arguments.

SOL Standards

11.1.a. Select and effectively use multimodal tools to design and develop presentation content.

11.1.c. Demonstrate the ability to work collaboratively with diverse teams.

11.1.d. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

11.1.e. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.1.g. Evaluate the various techniques used to construct arguments in multimodal presentations.

11.2.a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

11.2.b. Create media messages with a specific point of view.

11.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

11.3.f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4.e. Analyze how context and language structures convey an author's intent and viewpoint.

11.4.j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.5.a. Apply information from texts to clarify understanding of concepts.

11.5.i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

11.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

11.6.b. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

11.6.c. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

11.6.d. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6.e. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

11.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Teen Texting Trends	Lesson: Introduce the unit and discuss the evolution of teen texting habits. Activity: Engage in a discussion about the impact of technological changes on social behaviors and parental concerns.
2	**Can You Live Without Texting?**	Texting Habits and Perspectives	Lesson: Explore the latest insights into teen texting habits. Activity: Watch a video featuring teenagers discussing their reliance on texting and imagine a world without it.
3	**Textaholic?**	Perspectives on Teen Texting	Lesson: Focus on Summayyah's perspective on texting habits. Activity: Watch Summayyah's video and reflect on the differing viewpoints between Summayyah and her mother.
4	**The Texting Debate**	Data on Teen Texting and Social Media	Lesson: Analyze the latest data from the Pew Research Center on teen texting and social media use. Activity: Discuss and interpret the data to understand changing trends and perspectives.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Conduct a unit assessment to evaluate students' understanding of key concepts, data interpretation, and their ability to form persuasive arguments using facts.

Virtual Learning Academy

Language Arts

Grade 12

Unit 1: British Literature

Unit Overview

In the second half of the course on British Literature, students will explore exemplary works of poetry, drama, fiction, and nonfiction from various historical periods in British literary history. The units focus on the Renaissance Era (1400s to 1660), Regency Era (1795 to 1837), Victorian Era (1837 to 1901), and Modernism Era (1901 to 1965). The curriculum incorporates the study of literary terms, emphasizing techniques, styles, and formatting used by writers. The overview of each historical period includes key literary figures such as Shakespeare in the Renaissance, Jane Austen in the Regency period, and explores themes related to industrialization and progress in the Victorian Era. Additionally, the course delves into the Edwardian period, Modernism, and Postmodernism in 20th-century British literature, examining the responses to historical events like World War I.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview & Literary Terms	Introduction to British Literature	Lesson: Overview of British literature and historical periods (Renaissance, Regency, Victorian, Modernism) Activity: Discussion on the significance of studying British literature.
2	Renaissance Period	The English Renaissance	Lesson: Exploration of the Renaissance Era, including key figures like Shakespeare Activity: Analysis of a Shakespearean sonnet.
3	Regency Period	England's Regency Era	Lesson: Overview of the Regency period, focusing on trends, achievements, and Jane Austen's contribution Activity: Discussion on Romanticism in the Regency Era.
4	Victorian Period	The Victorian Era	Lesson: Examination of the Victorian Era, its themes, and the transition from Romanticism Activity: Analysis of a Victorian novel excerpt.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, literary terms, and understanding of each historical period.

Unit 2: Excerpts from Romeo and Juliet

Unit Overview

In the unit focused on the Renaissance Era and specifically the excerpts from William Shakespeare's "Romeo and Juliet," students delve into the timeless themes of Identity and Love. The excerpts, including the famous balcony scene from Act II, Scene II, capture the tragic romance of the star-crossed lovers, Romeo and Juliet, who navigate the challenges of their families' feud. The lesson provides background information on Shakespeare, the popularity of "Romeo and Juliet" in its time, and introduces essential literary terms. The characters, Romeo and Juliet, are introduced along with key scenes, emphasizing their passionate love and the obstacles they face. The Prologue sets the stage for the unfolding tragedy, highlighting the feuding families and the ill-fated love story. The unit encourages students to analyze figurative language and its contribution to the overarching themes of the text, fostering a deeper understanding of the cultural and literary significance of Shakespearean drama.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

12.6.e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

12.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Introduction to "Romeo and Juliet"	Lesson: Introduction to William Shakespeare and the play "Romeo and Juliet" Activity: Overview of unit themes - Identity and Love.
2	Literary Terms & Notes	Understanding Literary Terms	Lesson: Exploration of essential literary terms and notes relevant to the excerpts Activity: Interactive discussion and practice exercises on literary terms.
3	Characters	Character Analysis - Romeo and Juliet	Lesson: In-depth analysis of main characters, Romeo and Juliet Activity: Discussion on character motivations and relationships.
4	Prologue	Understanding the Prologue	Lesson: Explanation of the prologue and its significance in setting the stage for the play Activity: Group reading and analysis of the prologue.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, literary terms, character analysis, and understanding of the play's themes.

Unit 3: Sonnet 5

Unit Overview

In the unit focusing on the Renaissance Era and specifically on William Shakespeare's "Sonnet 5," readers explore the profound theme of Identity as it relates to the inevitable passage of time and the fading of outer beauty. The sonnet, a form characterized by its strict structure and rhyme scheme, serves as a poignant reflection on the transient nature of life and physical allure. William Shakespeare, renowned as one of the greatest English language writers, employs his mastery to convey the impact of aging on beauty through the metaphor of nature's four seasons and the stages of life. The unit provides a background on Shakespearean sonnets and encourages students to analyze the stressed words in the poem, emphasizing their role in shaping its meaning. Through a careful examination of Sonnet 5's stanzas, readers navigate the speaker's depiction of the consequences of time on beauty, the negative aspects of aging, the necessity of preserving beauty, and the means of protecting it. Students are prompted to read the sonnet with a focus on how the speaker defines beauty and the implications when it inevitably fades.

SOL Standard

12.1.f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

12.2.a. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.2.c. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

12.2.d. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

12.2.e. Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.5.a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.5.b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

12.6.a. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.

12.6.c. Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.

12.6.e. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

12.6.h. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Introduction to "Sonnet 5"	Lesson: Introduction to William Shakespeare's "Sonnet 5" Activity: Overview of the theme of Identity and the big question - "What makes you who you are?"
2	Background	Understanding Shakespearean Sonnets	Lesson: Exploring the background of William Shakespeare, his sonnets, and the structure of a Shakespearean sonnet Activity: Group discussion on sonnet structure.
3	Literary Terms & Notes	Analysis of Important Terms and Notes	Lesson: In-depth exploration of literary terms and notes relevant to "Sonnet 5" Activity: Interactive practice exercises on key concepts.
4	Let's Practice	Applying Knowledge through Practice	Lesson: Application of understanding with practice sessions Activity: Engaging exercises and discussions on Sonnet 5's content and literary elements.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, literary terms, and understanding of "Sonnet 5."

Unit 4: Sonnet 18

Unit Overview

In the unit focusing on the Renaissance Era, students will delve into William Shakespeare's renowned sonnet, "Sonnet 18," also known as "Shall I compare thee to a summer's day?" This sonnet, a classic love poem, explores themes of Beauty & Happiness and Love. As readers navigate through Shakespeare's eloquent verses, they contemplate profound questions about the transformative nature of love and the definition of beauty. The background introduces William Shakespeare, highlighting his influential role in English literature, and sets the stage for the literary exploration. The lesson includes an examination of essential literary terms and notes, with a specific focus on imagery and tone. Through the detailed analysis of the sonnet, students will uncover Shakespeare's metaphorical comparison of his beloved to a summer's day, emphasizing the enduring and timeless nature of true beauty. The practice sessions encourage students to identify and understand the imagery and tone employed by the speaker, fostering a deeper appreciation for the poetic elements in "Sonnet 18."

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Introduction to "Sonnet 18"	Lesson: Provide an overview of the unit, introducing students to "Sonnet 18" by William Shakespeare. Activity: Discuss the key themes of Beauty & Happiness and Love, encouraging students to ponder questions related to the transformative nature of love and the definition of beauty.
2	Background	Shakespeare's Life and Works	Lesson: Explore the background of William Shakespeare, emphasizing his contributions to English literature. Activity: Discuss the significance of "Sonnet 18" among Shakespeare's works and its cultural impact.
3	Literary Terms & Notes	Understanding Poetry Elements	Lesson: Cover essential literary terms and notes, focusing on imagery and tone in poetry. Activity: Engage students in practices to identify and analyze imagery and tone, preparing them for the exploration of "Sonnet 18."
4	Imagery & Tone	Analyzing Imagery and Tone	Lesson: Deepen the understanding of imagery and tone in literary works, with a specific focus on their roles in poetry. Activity: Practice sessions where students identify and analyze imagery and tone in various examples, building proficiency for "Sonnet 18."
5	Unit Assessment	Synthesis and Evaluation	Lesson: Unit Assessment - Evaluate students' understanding of the unit by synthesizing key concepts, analyzing "Sonnet 18," and demonstrating proficiency in identifying imagery and tone. Activity: Conduct the UNIT assessment.

Unit 5: Hamlet's Soliloquy 'To be, or not to be…'

Unit Overview

In the unit focused on the Renaissance Era, students will delve into William Shakespeare's iconic soliloquy "To Be or Not To Be" from the tragedy Hamlet. This soliloquy serves as a profound exploration of life's meaning and the contemplation of mortality. As Hamlet grapples with the internal struggle of existence and the moral complexities of suicide, the themes of Comedy & Tragedy, and Death come to the forefront. The unit encourages students to ponder profound questions about human reactions to death and extract lessons from tragedy. Through the examination of Shakespeare's masterful use of soliloquy, students gain insight into Hamlet's inner conflict, providing a unique perspective on the human condition and the complexities of facing life's challenges and uncertainties.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Introduction to 'To Be or Not To Be'	Lesson: Introduce the unit and the significance of Hamlet's soliloquy. Activity: Discuss the overarching themes of Comedy & Tragedy, and Death.
2	Background	Shakespeare and Hamlet	Lesson: Explore William Shakespeare's background and the context of Hamlet. Activity: Discuss the plot and major themes of Hamlet.
3	Literary Terms & Notes	Understanding Soliloquy	Lesson: Define and discuss the literary device of soliloquy. Activity: Explore examples of soliloquies in other literary works.
4	Soliloquy	Hamlet's Inner Conflict	Lesson: Dive into Hamlet's soliloquy, focusing on his inner turmoil. Activity: Analyze key notes from Act 3, Scene 1, and discuss Hamlet's dilemmas.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Assessment: Conduct a unit assessment evaluating students' understanding of themes and literary devices. Activity: Review and discuss key concepts from the unit.

Unit 6: If by Rudyard Kipling

Unit Overview

In this unit focusing on Rudyard Kipling's poem "If," students will delve into the elements of poetry and thematic exploration. The lesson begins by reviewing key elements such as theme, speaker, tone, imagery, symbolism, metaphor/simile, sound devices, form/structure, diction, and line/stanza. These elements serve as the foundation for understanding and analyzing poetry. The unit then transitions to an in-depth analysis of Kipling's poem, "If," which embodies the ideal qualities of a proper Englishman during the Victorian era. Students are encouraged to take notes on the advice offered by the speaker in the poem, providing an opportunity to connect thematic elements with the broader context of the poet's historical and cultural background.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Elements of a Poem	Theme	Introduce the concept of theme in poetry. Discuss different themes commonly explored in poems such as love, death, nature, childhood, etc. Activity: Analyze a poem together to identify its central theme.
2	Elements of a Poem	Speaker	Explore the role of the speaker in a poem. Discuss how the speaker is not always the poet but could be a fictional character or an abstract concept. Activity: Write a short poem from the perspective of a chosen speaker.
3	Elements of a Poem	Imagery	Examine the importance of imagery in poetry. Discuss how descriptive or figurative language creates mental pictures for readers. Activity: Engage in a visual interpretation activity using imagery.
4	Elements of a Poem	Sound Devices	Discuss various sound devices in poetry, including rhyme, alliteration, assonance, and onomatopoeia. Activity: Create a poem using selected sound devices.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Unit Assessment: Evaluate understanding through a creative project synthesizing elements of a poem. Activity: Share and discuss the creative projects, emphasizing the diverse forms poetry can take.

Unit 7: Sonnet 43

Unit Overview

In the unit centered around Elizabeth Barrett Browning's "Sonnet 43," you will delve into one of the most renowned poems in the English language. Focusing on the theme of Love, particularly how it transforms individuals, the unit aims to answer the significant question: "How does Love change us?" Elizabeth Barrett Browning, a prominent English poet of the Romantic Movement, penned this sonnet, which starts with the iconic line "How do I love thee? Let me count the ways." Published in 1850 in a collection titled Sonnets from the Portuguese, the poem reflects Browning's affection for her husband, whom she endearingly called "My Little Portuguese." As you navigate through the unit, you'll analyze the tone and mood of the poem, exploring the nuances of expression and atmosphere in this classic piece of literature.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.c. Discriminate between connotative and denotative meanings and interpret the connotation.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.a. Compare and contrast the development of British literature in its historical context.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Theme of Love	Lesson: Introduce "Sonnet 43" and its significance in English literature. Activity: Discuss the central theme of love and its importance in poetry.
2	Background	Romantic Movement	Lesson: Explore Elizabeth Barrett Browning's background during the Romantic Movement. Activity: Analyze the historical context and its influence on her poetry.
3	Literary Terms & Notes	Tone and Mood	Lesson: Understand literary terms and notes related to tone and mood. Activity: Practice identifying tone and mood in poems.
4	Let's Practice	Analysis of "Sonnet 43"	Lesson: Break down the structure and meaning of "Sonnet 43." Activity: Analyze specific lines and discuss their implications in the context of love.
5	Unit Assessment	Synthesis of Love Concepts	Assessment: Evaluate students' understanding of the unit by synthesizing key concepts related to love. Activity: Reflect on how love, as depicted in "Sonnet 43," can impact individuals.

Unit 8: A Matter of Prejustice

Unit Overview

In the lesson on "A Matter of Prejudice" by Kate Chopin, students will engage with a text that explores themes of prejudice and discrimination in late 19th-century Creole culture. The unit pairs Chopin's work with excerpts from Jane Austen's "Pride and Prejudice," focusing on similar themes, literary devices, and topics. Kate Chopin, a forerunner of 20th-century feminist writers, presents Madame Carambeau as the protagonist, depicting her journey towards overcoming prejudices through her interactions with a small child. The background highlights Chopin's exploration of social mores, motherhood, and cultural conflicts in the context of the French Quarter of New Orleans, Louisiana. The literary terms and notes provided in the flipbook aid in understanding the passage, emphasizing the theme of prejudice. The practice section involves solving a riddle to enhance comprehension. Students are encouraged to analyze Madame Carambeau's character and the factors driving her opinions, exploring the overarching question of the effects of prejudice in the narrative.

SOL Standard

12.2.b. Evaluate media sources for relationships between intent and factual content.

12.3.a. Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

12.3.b. Use context, structure, and connotations to determine meanings of words and phrases.

12.3.e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4.b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.4.d. Interpret the social and cultural function of British literature.

12.4.e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.

12.4.f. Compare and contrast traditional and contemporary poems from many cultures.

12.4.g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.

12.4.h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Day	Section	Key Concept	Lesson/Activity
1	Unit Overview	Identification of Key Themes	Lesson: Introduction to "A Matter of Prejudice" by Kate Chopin. Discuss the identified themes and similarities with "Excerpts from Pride and Prejudice" by Jane Austen. Activity: Engage students in a group discussion about the potential effects of prejudice and discrimination.
2	Background	Social Context and Cultural Conflicts	Lesson: Explore the social mores and cultural issues in late 19th-century Creole culture. Analyze the theme of motherhood and its depiction in Kate Chopin's works. Activity: Conduct a group activity where students discuss and present key cultural conflicts highlighted in "A Matter of Prejudice."
3	Literary Terms & Notes	Understanding Key Literary Elements	Lesson: Introduce essential literary terms and notes to aid comprehension of the passage. Discuss the significance of literary devices used by Kate Chopin in her writing. Activity: Provide examples and ask students to identify literary elements in small excerpts, promoting active engagement.
4	Prejudice	Exploration of Prejudice Theme	Lesson: Delve into the theme of prejudice and discrimination. Analyze how the characters, particularly Madame Carambeau, navigate and overcome their prejudices in the narrative. Activity: Engage students in a role-playing activity where they act out scenarios depicting overcoming prejudices.

5	Unit Assessment or Other Section	Synthesis and Reflection	Lesson: Conduct a unit assessment, evaluating students' understanding of key concepts, themes, and literary elements. Reflect on the unit's objectives and insights gained. Activity: Facilitate a reflective discussion where students share their thoughts on the effects of prejudice and discrimination explored in the unit.

Unit 9: I Am Offering This Poem

Unit Overview

In the unit centered around Jimmy Santiago Baca's poem "I Am Offering This Poem," students delve into the work of the award-winning American poet of Apache and Chicano descent. The poem, presented alongside "Sonnet 43," explores themes of Beauty & Happiness, Love, and Power & Greed. Baca's life story, marked by a challenging childhood and incarceration, adds depth to the understanding of his literary contributions. The unit emphasizes literary terms and notes, with a focus on figurative language, showcasing Baca's use of simile, metaphor, alliteration, and repetition to portray the poem as a refuge. Through a series of short stanzas, the speaker invites readers to view the poem as a place of safety and warmth, drawing comparisons to a scarf, cabin, gift, and warm coat. Students are encouraged to explore the nuanced meaning of figurative language as they engage with the text, either through a printed version or an enhanced version on "COMMONLIT."

SOL Standard

12.1.b.

12.2.b.

12.3.b.

12.3.e.

12.4.b.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

12.8.d

Day	Section	Key Concept	Lesson/Activity
1	Introduction to the Poem	Overview of "I Am Offering This Poem"	Lesson: Introduce the unit and provide an overview of Jimmy Santiago Baca and the selected poem. Activity: Engage in a discussion on the initial impressions and expectations of the poem.
2	Themes Analysis	Identifying Themes of Beauty & Happiness, Love, and Power & Greed	Lesson: Explore and discuss the themes present in "I Am Offering This Poem" and its connection to "Sonnet 43." Activity: Analyze specific excerpts to identify and discuss how the themes are portrayed in the poem.
3	Background Exploration	Understanding Jimmy Santiago Baca's Life	Lesson: Delve into the background of Jimmy Santiago Baca, including his upbringing and incarceration. Discuss how his life experiences influence his poetry. Activity: Conduct a reflective writing exercise on the potential impact of personal experiences on artistic expression.
4	Figurative Language in Poetry	Analyzing Figurative Language in "I Am Offering This Poem"	Lesson: Introduce figurative language concepts such as simile, metaphor, alliteration, and repetition. Analyze how Baca employs these techniques in the poem. Activity: Engage in a group activity where students identify and discuss examples of figurative language in the poem.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of the unit by conducting a comprehensive assessment that may include analyzing a different poem, discussing overarching themes, and applying knowledge of figurative language.

Unit 10: The Selfish Giant

Unit Overview

In the unit centered around Oscar Wilde's "The Selfish Giant," students explore the transformative journey of a selfish giant whose encounter with a particular child inspires a profound change, leading him to embrace generosity. Oscar Wilde's literary work, intended for children, delves into themes of humility, salvation, compassion, kindness, arrogance, loneliness, love, and pain. The unit encourages students to identify and analyze themes of Friendship & Family, Love, and Man vs. Nature as they relate to the text. Through the background information on Wilde's life and the exploration of literary terms, students gain a deeper understanding of the narrative. The inclusion of a re-telling of the story, accompanied by illustrations, enhances comprehension and invites students to reflect on their visual interpretation of the characters and events. As students engage with the passage, they are prompted to take notes on the characterization of seasons and their elements, emphasizing the symbolic significance in the narrative. The unit aims to foster a comprehensive understanding of the story's themes and literary elements through various interactive activities and analytical discussions.

SOL Standard

12.2.b.

12.3.a.

12.3.b.

12.3.e.

12.4.a

12.4.b.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

Day	Section	Key Concept	Lesson/Activity
1	Introduction to "The Selfish Giant"	Overview of the Story and Themes	Lesson: Introduce students to "The Selfish Giant" by Oscar Wilde, providing an overview of the narrative and discussing the identified themes of Friendship & Family, Love, and Man vs. Nature. Activity: Engage in a group discussion on initial impressions and expectations, encouraging students to share their thoughts on the themes.
2	Exploring Oscar Wilde's Background	Understanding the Author's Life	Lesson: Explore Oscar Wilde's life, focusing on his literary contributions and the context of his later years. Discuss how his experiences may have influenced the themes in "The Selfish Giant." Activity: Conduct a reflective writing exercise on the potential impact of an author's life on their storytelling.
3	Literary Themes Analysis	Analyzing Themes in "The Selfish Giant"	Lesson: Dive deeper into the identified themes of humility, salvation, compassion, kindness, arrogance, loneliness, love, and pain in the story. Explore how these themes are woven into the narrative. Activity: Analyze specific excerpts to identify instances where these themes are evident and discuss their significance.
4	Figurative Language Exploration	Understanding Literary Terms and Figurative Language	Lesson: Explore the flipbook of important terms and notes, focusing on literary terms and figurative language used by Oscar Wilde in "The Selfish Giant." Discuss how these elements enhance the storytelling. Activity: Engage in a group activity where students identify and discuss examples of figurative language in the text.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of the unit through a comprehensive assessment. This may include analyzing a different literary work, discussing overarching themes, and knowledge of literary terms and figurative language.

Unit 11: The Walrus and the Carpenter

Unit Overview

In the unit centered around Lewis Carroll's poem "The Walrus and the Carpenter," students delve into the whimsical world created by Carroll in Through the Looking Glass. The poem unfolds as a walrus and a carpenter, characters from Carroll's imaginative universe, persuade a group of young oysters to follow them. As readers engage with the text, the exploration of themes focuses on Education & Knowledge, Growing Up, and Morality. Lewis Carroll, known as Charles Lutwidge Dodgson, was a versatile English writer, mathematician, and photographer, most renowned for his work "Alice's Adventures in Wonderland." "The Walrus and the Carpenter" is a recited poem within Carroll's sequel, and the unit invites students to compare an animated version of the poem to the original text, prompting discussions on how visual adaptations may impact the overall theme. Through this unit, students are encouraged to analyze the reactions of different oysters to the Walrus and the Carpenter, fostering a deeper understanding of the poem's narrative and underlying messages.

SOL Standard

12.2.b.

12.3.a.

12.3.b.

12.3.e.

12.4.a

12.4.b.

12.4.d.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

Day	Section	Key Concept	Lesson/Activity
1	Introduction and Background	Themes and Literary Background	Lesson: Introduce major themes of Education & Knowledge, Growing Up, and Morality. Activity: Discuss key literary terms and author's background.
2	Literary Terms & Notes	Understanding Poetic Elements	Lesson: Explore important terms and notes related to the poem. Activity: Discuss and practice identifying poetic elements.
3	Re-telling of the Story	Analysis through Animation	Lesson: Analyze the animated version of "The Walrus and the Carpenter." Activity: Compare animation with the original text, noting thematic changes.
4	The Walrus and the Carpenter - Reading	Examining Character Reactions	Lesson: Read the poem, focusing on how different Oysters react to the Walrus and the Carpenter. Activity: Analyze character responses and discuss their significance.
5	Unit Assessment or Synthesis of Concepts	Assessment and Concept Synthesis	Lesson: Conduct unit assessment covering themes, literary terms, and poem analysis. Activity: Synthesize key concepts and themes from the unit

Unit 12: My Last Duchess

Unit Overview

In Robert Browning's "My Last Duchess," a dramatic monologue from 1842, the Duke of Ferrara uses a portrait of his former wife as a conversational piece to discuss her perceived shortcomings with a visitor. The poem delves into the Duke's obsession with control and power as he reveals his manipulation of the situation to represent his bride-to-be family. Browning crafts a compelling psychological portrait of the Duke, critiquing the objectification of women and the abuse of power. Throughout the unit, readers will explore the theme of Revenge & Betrayal as it relates to the text. Browning, a prominent Victorian poet, draws inspiration from real-life events, possibly modeling the Duke after the historical Duke of Ferrara, whose wife's mysterious death raised questions of foul play and betrayal. The unit includes an exploration of literary terms and notes to enhance understanding, as well as a re-telling of the story through a dramatic reading to deepen comprehension and perception of the Duke's character and intentions.

SOL Standard

12.2.b.

12.3.a.

12.3.b.

12.3.e.

12.4.a

12.4.b.

12.4.d.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

Day	Section	Key Concept	Lesson/Activity
1	Introduction and Background	Themes and Literary Background	Lesson: Introduce major themes of Revenge & Betrayal and provide background on Robert Browning. Activity: Discuss key literary terms and historical context.
2	Literary Terms & Notes	Analyzing Poetic Elements	Lesson: Explore important terms and notes related to the dramatic monologue. Activity: Analyze poetic elements and their impact on the interpretation of the poem.
3	Re-telling of the Story	Comprehension through Listening	Lesson: Analyze a dramatic reading of "My Last Duchess." Activity: Discuss the impact of listening to the poem on comprehension and perception of the Duke's character.
4	My Last Duchess - Reading	Character Analysis and Themes	Lesson: Read the poem, focusing on the Duke's character and identifying themes. Activity: Analyze the Duke's behavior, motivations, and the theme of Revenge & Betrayal.
5	Unit Assessment or Synthesis	Assessment and Concept Synthesis	Lesson: Conduct unit assessment covering themes, literary terms, and character analysis. Activity: Synthesize key concepts and themes from the unit.

Unit 13: Love and Friendship

Unit Overview

In Emily Brontë's poem "Love and Friendship," the author, known for her literary contributions alongside her sisters Anne and Charlotte, explores the enduring nature of friendship compared to the transient quality of romantic love. Brontë employs symbolism and seasonal imagery to convey the idea that while love may bloom and captivate momentarily, it eventually fades, contrasting with the lasting and constant nature of true friendship. The poem likens love to a wild rose-briar, beautiful but subject to the changing seasons, suggesting that it may not withstand the challenges of winter. In contrast, friendship is depicted as steady and resilient, akin to the evergreen holly-tree. As readers delve into the themes of Friendship & Family and Love, they explore the poet's use of figurative language and the deeper meanings embedded in the shifting seasons.

SOL Standard

12.2.b.

12.3.a.

12.3.b.

12.3.e.

12.4.a

12.4.b.

12.4.d.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

Day	Section	Key Concept	Lesson/Activity
1	Introduction to Emily Brontë	Background on Emily Brontë	Lesson: Provide an overview of Emily Brontë's life and literary contributions. Activity: Discuss and analyze key themes in Emily Brontë's works.
2	"Love and Friendship" Analysis	Themes of Friendship & Family, Love	Lesson: Explore the themes of Friendship & Family and Love in "Love and Friendship" by Emily Brontë. Activity: Conduct a close reading of the poem, identifying figurative language.
3	Literary Terms & Notes	Figurative language in "Love and Friendship"	Lesson: Introduce literary terms and notes related to the poem. Activity: Practice identifying and analyzing figurative language in poetry.
4	Theme Analysis	Analysis of key themes in "Love and Friendship"	Lesson: Delve deeper into the themes of Love, Friendship & Family, and Seasons in the poem. Activity: Group discussion on the symbolic representation of seasons.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of key concepts, themes, and literary terms through a comprehensive assessment. Activity: Review and discuss assessment results.

Unit 14: The Market Square Dog

Unit Overview

In "The Market Square Dog" by James Herriot, readers are immersed in a heartwarming short story where a compassionate veterinarian and a dedicated policeman join forces to aid an injured stray dog. As the narrative unfolds, themes of Friendship & Family, Honor & Courage, and Love come to the forefront. James Herriot, drawing from his background as a veterinarian, skillfully captures the essence of human-animal connections and the transformative impact of kindness. The unit provides a holistic exploration of the emotional bonds between individuals and animals, emphasizing values such as courage, honor, and the enduring power of love. Additionally, related media content on dog shelters and adoption serves as a poignant complement, prompting reflections on the significance of adopting pets in need.

SOL Standard

12.2a.

12.2.b.

12.2.c.

12.2.d.

12.2.e.

12.3.a.

12.3.b.

12.3.e.

12.4.a

12.4.b.

12.4.d.

12.4.e.

12.4.g.

12.4.h.

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Identifying Themes	Lesson: Introduce "The Market Square Dog" and discuss themes of Friendship & Family, Honor & Courage, and Love. Activity: Group discussion on personal experiences with animals and the emotions they evoke.
2	Background and Literary Terms	Author's Background and Terms	Lesson: Explore James Herriot's background and key literary terms. Activity: Analyze excerpts from Herriot's other works to identify common themes and literary techniques.
3	Let's Practice	Applying Literary Terms	Lesson: Apply learned literary terms to "The Market Square Dog" excerpt. Activity: Group activity analyzing specific passages for literary elements.
4	Related Media	Exploring Shelter Dog Themes	Lesson: Discuss themes of adoption and animal shelters presented in related media. Activity: Group discussion on the impact of media portrayal on public perception and behavior towards shelter animals.
5	Unit Assessment	Synthesis and Reflection	Assessment: Reflect on key concepts and themes. Activity: Write reflections on personal connections to the story and its themes.

Unit 15: LandLady

Unit Overview

In "The Landlady" by Roald Dahl, the unit explores the dark and unexpected twists that characterize Dahl's storytelling. The narrative follows a young man in search of lodging, who unsuspectingly chooses the residence of a seemingly kind landlady. As the story unfolds, Dahl weaves themes of Death and Fate & Free Will, inviting readers to contemplate the sinister intentions hidden beneath the landlady's facade. The background of Roald Dahl, known for his unique blend of dark comedy and surprising conclusions, sets the stage for an exploration of suspenseful storytelling. Through related media, such as the television adaptation, students can compare details and analyze the effect of visual representations on their understanding of the landlady's character, enhancing their engagement with the text.

SOL Standard

12.1.b.

12.2.b.

12.2.c.

12.2.d.

12.3.a.

12.3.b.

12.3.e.

12.4.a.

12.4.b.

12.4.d.

12.4.e.

12.4.g.

12.4.h.

12.8.d

Day	Section	Key Concept	Lesson/Activity
1	Introduction to "The Landlady"	Dark Plans Unveiled	Lesson: Introduce students to Roald Dahl's storytelling style and the themes of Death and Fate & Free Will in "The Landlady." Activity: Engage in a discussion on expectations from a seemingly kind landlady.
2	Analyzing Characterization	Unveiling the Landlady	Lesson: Explore how the author characterizes the landlady, emphasizing her seemingly kind facade. Activity: Analyze excerpts to identify key details about the landlady's character.
3	Literary Terms & Notes	Understanding Story Elements	Lesson: Go through literary terms and notes to enhance comprehension. Activity: Apply the learned terms to analyze specific elements in "The Landlady."
4	Related Media Exploration	Comparing Text and Video	Lesson: Watch an episode from "Tales of the Unexpected" based on the short story. Discuss differences and similarities between the details in the text and the visual representation. Activity: Compare and contrast the portrayal of the landlady in both formats.
5	Unit Assessment	Synthesis of Concepts	Description: Conduct a unit assessment focusing on comprehension, critical analysis, and understanding of key concepts. Evaluate students' ability to synthesize information about Death and Fate & Free Will in "The Landlady."

Unit 16: The Land of Sory-Books

Unit Overview

The unit on "The Land of Story-Books" by Robert Louis Stevenson offers a delightful exploration of childhood imagination through the whimsical lens of the poet. Stevenson, known for his contributions to children's literature, presents a vivid portrayal of a young child's enchanting journey into the realm of story-books. The narrator's immersive play becomes a captivating invitation for readers to rediscover the joy of imagination and the innocence of youth. Throughout the unit, the theme of Growing Up is central, prompting discussions on the contrast between the magical land of story-books and the inevitable process of maturing. The poem encourages reflection on the value of holding onto one's inner child, a sentiment echoed in the related media where Jaqueline Emerson questions society's rush to grow up. As students engage with the text and media, they are prompted to consider the portrayal of childhood in both, fostering a deeper understanding of the timeless allure of imagination and the complexities of growing up.

SOL Standard

12.1.b.

12.2.b.

12.2.c.

12.2.d.

12.3.a.

12.3.b.

12.3.e.

12.4.a.

12.4.b.

12.4.d.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

12.6.h

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Whimsical Imagination	Lesson: Introduce the unit by providing background on Robert Louis Stevenson and the poem. Discuss the key concept of whimsical imagination in children's literature. Activity: Engage students in a brainstorming session on their own experiences with imaginative play during childhood.
2	Literary Exploration	Growing Up	Lesson: Dive into the poem, emphasizing the theme of Growing Up. Analyze literary terms and notes to enhance understanding. Activity: Conduct a close reading of the poem, encouraging students to identify elements that reflect the theme of Growing Up.
3	Media Comparison	Retaining Inner Child	Lesson: Introduce the TEDx talk by Jaqueline Emerson, exploring the idea of holding onto one's inner child. Discuss the portrayal of childhood in "The Land of Story-Books" and the TEDx talk. Activity: Watch the TEDx talk and facilitate a discussion comparing childhood in the poem and the media.
4	Reflection	Creative Expression	Lesson: Allow students to express their understanding through creative activities. Encourage them to create drawings, poems, or short narratives inspired by the themes of the poem. Activity: Creative expression session where students showcase their interpretations of the whimsical land of story-books.
5	Unit Assessment	Synthesis of Concepts	Assessment: Evaluate students' comprehension of the key concepts, themes, and their ability to relate the poem to real-life experiences. Activity: Conclude the unit with a written assessment or project that synthesizes their understanding of Growing Up and retaining the inner child.

Unit 17: Travel

Unit Overview

In the unit featuring Robert Louis Stevenson's poem "Travel," readers are immersed in the narrator's desire to explore the world as expressed through Stevenson's verses. The poet, known for his adventure novels, captures the theme of Growing Up, portraying the narrator's anticipation of traveling the globe once they become "a man." The unit delves into Stevenson's literary terms and notes, providing students with essential insights into the passage. With related media including an audio recording and a clip featuring Nigel Planer discussing Robert Louis Stevenson, students are encouraged to explore the poem's nuances. The lesson emphasizes descriptive language, prompting readers to identify the vivid imagery and characterization of travel and different places in the poem. Whether through printed resources or an enhanced version on "COMMONLIT," students are invited to engage with the text and uncover the richness of Stevenson's portrayal of the universal longing for exploration and adventure.

SOL Standard

12.2.b.

12.2.c.

12.2.d.

12.3.a.

12.3.b.

12.3.e.

12.4.a.

12.4.b.

12.4.d.

12.4.e.

12.4.f.

12.4.g.

12.4.h.

12.6.h

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Theme of Growing Up	Lesson: Introduce Robert Louis Stevenson and the theme of Growing Up in literature. Activity: Discuss personal experiences or aspirations related to travel and growing up.
2	Literary Exploration	Descriptive Language	Lesson: Analyze the literary terms and notes provided for "Travel." Activity: Explore the descriptive language used by the speaker to characterize travel and different places.
3	Related Media	Understanding Context	Lesson: Watch Nigel Planer's clip about Robert Louis Stevenson. Discuss how the author's life and experiences may have influenced the poem. Activity: Reflect on the connection between an author's life and their literary works.
4	Critical Analysis	Close Reading	Lesson: Conduct a close reading of "Travel," emphasizing key elements and themes. Activity: Engage in group discussions to share interpretations and insights.
5	Unit Assessment	Synthesis of Concepts	Assessment: Evaluate students' understanding of the theme of Growing Up, descriptive language, and contextual influences through an assessment. Activity: Reflect on the entire unit and synthesize key concepts.

Unit 18: British Literature Assessment

Unit Overview

The British Literature assessment is designed to evaluate students' comprehension and knowledge of the subject matter. By clicking on the Answer Questions tab, students will engage in a series of questions that assess their understanding of British literature, its key themes, notable authors, and literary movements. This assessment aims to gauge students' proficiency in the broader context of British literary history, providing insights into their ability to analyze and interpret texts, recognize significant literary periods, and identify influential literary figures. Through this evaluation, students can demonstrate their grasp of British literature, showcasing their critical thinking skills and depth of knowledge in the field.

SOL Standard

12.2.b.

12.3.e.

12.4.a.

12.4.b.

12.4.e.

12.4.f.

12.4.g.

12.4.h

Day	Section	Key Concept	Lesson/Activity
1	Introduction to British Literature	Historical Overview	Lesson: Introduce students to the historical context of British literature, covering major periods and movements. Activity: Engage students in a timeline activity where they place key literary events within historical contexts.
2	Romantic Poetry	Romanticism	Lesson: Explore the Romantic period in British literature, focusing on poetry. Discuss key themes and characteristics of Romanticism. Activity: Analyze and discuss selected Romantic poems, identifying elements that reflect the Romantic spirit.
3	Victorian Prose	Social Realism	Lesson: Examine Victorian literature with a focus on prose and social realism. Discuss societal changes and their reflection in literature. Activity: Read and discuss excerpts from Victorian novels, analyzing how they depict social issues.
4	Modernist Movement	Modernism	Lesson: Introduce the Modernist movement in British literature, emphasizing its experimental and innovative nature. Activity: Explore selected Modernist texts, discussing their unique features and the impact on literary conventions.
5	Unit Assessment: British Literature	Synthesis of Concepts	Assessment: Click on the Answer Questions tab to begin the assessment. Evaluate students' understanding of key concepts, literary periods, and their ability to analyze texts within historical contexts.

Unit 19: Types of Information (Research Essay: The Science of Branding: Why we Buy)

Unit Overview

Unit 19: Defining and Finding Types of Information guides students in exploring various types of information and how to efficiently locate them. The initial section focuses on vocabulary, introducing terms such as databases, domain names, reference works, and search terms. Students review these terms to enhance their understanding of the subsequent reading samples. Another segment delves into defining types of information sources, emphasizing the importance of knowing where and how to find specific information to shorten search times. It covers reference works found in databases and various sources like dictionaries, thesauruses, encyclopedias, atlases, and almanacs. The following part explores the use of keywords to refine searches in reference sources, books, and the internet. It provides strategies for narrowing down search terms and customizing internet searches using symbols like plus, minus, and quotation marks. The unit concludes with activities where students review their work, complete "Let's Practice" activities, and address any questions sent back by the teacher. This unit equips students with valuable skills for effective information retrieval and management.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.8.e.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Familiarization with Key Terms	Lesson: Introduce and review vocabulary terms related to information retrieval, including databases, domain names, reference works, periodicals, search terms, alphabetize, and keywords. Activity: Review terms and answer related questions to reinforce understanding.
2	Defining Types of Information	Identifying and Utilizing Information Sources	Lesson: Explore various sources of information such as dictionaries, thesauruses, encyclopedias, atlases, and almanacs. Emphasize the importance of knowing where to find specific information and introduce web domain categories. Activity: Engage in activities related to different information sources.
3	Keywords	Refining Searches with Keywords	Lesson: Understand the significance of keywords in refining searches in reference sources, books, and the internet. Discuss how to narrow down search terms and customize internet searches using symbols. Activity: Practice using keywords and symbols to refine searches.
4	Review and Practice	Consolidation of Concepts	Lesson: Review the concepts learned in the previous days, focusing on vocabulary, types of information sources, and effective keyword usage. Activity: Look over the work done so far, submit it to the teacher, and engage in activities included in the Unit Resources folder for further practice.
5	Review and Assessment	Synthesis of Concepts and Unit Assessment	Lesson: Final review of key concepts, reinforcing understanding. Activity: Complete the "Let's Practice" activities included in the Unit Resources folder. Redo any questions sent back by the teacher. The day concludes with the Unit Assessment to evaluate the synthesis of concepts learned throughout the unit.

Unit 20: Reading Visual Information (Reading Lesson: “Battle of the Brands”)

Unit Overview

Unit 20: Reading Visual Information guides students in exploring the significance of visual information encountered daily, such as maps, charts, and infographics. The initial section introduces essential vocabulary related to visual data, including terms like legend, statistics, x-axis, y-axis, bar graph, pie chart, and table. The subsequent segment focuses on reading different types of visual information, emphasizing steps like identifying the visual type, reading the title, legend, labels, and the visual itself. An example involving sports preferences is used to illustrate reading tables and bar graphs. Another segment delves into reading pie charts, highlighting their effectiveness in illustrating parts of a whole, providing practical insights, such as when pie charts are suitable and how they communicate information. The unit concludes with activities involving the review, practice, and submission of work, along with completing activities in the Unit Resources folder and addressing any questions sent back by the teacher.

SOL Standard

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.8.a

12.8.b

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Understanding Key Terms	Lesson: Introduce and review key terms such as Legend, Statistics, x-axis, y-axis, bar graph, pie chart, and table. Activity: Answer questions 1-7 to reinforce vocabulary understanding.
2	Reading Visual Information	Types of Visuals and Interpretation	Lesson: Explore different types of visuals - tables, pie charts, bar graphs. Activity: Learn steps to understand visuals - identify type, read title, legend, labels, and visual. Apply knowledge to a class sports survey presented in a table and bar graph.
3	Reading Pie Charts	Interpreting Pie Charts	Lesson: Understand the significance of pie charts in representing parts of a whole. Discuss limitations and when to use pie charts. Activity: Analyze Sara's spending habits using a pie chart.
4	Review and Practice	Reinforcement of Visual Reading	Lesson: Review concepts covered in previous days. Activity: Look over work, submit to the teacher, and complete "Let's Practice" activities.
5	Unit Assessment	Synthesis and Application	Assessment: Review and apply unit concepts through assessment. Redo any questions sent back by the teacher.

Unit 21 Researching a Topic (Reading Lesson: “Apple and Branding “)

Unit Overview

Unit 21: Researching a Topic equips students with essential skills for effective research both inside and outside the classroom. The unit commences by introducing key vocabulary, such as biased, reliable, research, main idea, major points, supporting points, concept map, and outline. The subsequent section focuses on the guidelines for researching a topic, emphasizing the importance of formulating research questions, seeking reliable answers from trustworthy sources, and consulting a variety of resources. An example involving the benefits of eating breakfast is provided to illustrate the application of these principles. Another segment delves into the crucial skill of taking notes, presenting three organizational methods: outlines, concept maps, and note cards. The unit concludes by prompting students to review their work, complete practice activities, and address any questions from their teacher, reinforcing the research skills acquired throughout the unit.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.5.e.

12.8.a

12.8.b.

12.8.c.

12.8.d

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Biased, Reliable, Research, Main idea, Major points, Supporting points, Concept map, Outline	Lesson: Introduce key vocabulary for research. Activity: Review and answer questions related to vocabulary.
2	Researching a Topic	Research Guidelines - Writing questions, Seeking reliable answers, Checking multiple sources	Lesson: Discuss guidelines for effective research. Activity: Apply guidelines to a practical scenario of researching the benefits of eating breakfast before school.
3	Taking Notes	Main idea, Major points, Supporting details; Note-taking methods - Outlines, Concept maps, Note cards	Lesson: Explore the importance of note-taking and three organizing methods. Activity: Practice using outlines, concept maps, and note cards based on given information.
4	Review and Practice	Review work, Complete Let's Practice activities, Address questions from the teacher	Activity: Review and submit work, engage in practice activities, and address any questions or feedback from the teacher.
5	Unit Assessment	Synthesis of Unit Concepts	Activity: Look over the entire unit's work, complete the Unit Assessment, and redo any questions sent back by the teacher.

Unit 22 Using Information Ethnically (Writing :Lesson Paraphrasing)

Unit Overview

Unit 22: Using Information Ethically centers around the critical aspect of ethical information use in research. The initial vocabulary session introduces terms like plagiarism, unethical, common knowledge, trademark, copyright, direct quote, paraphrase, summarize, and synthesize. The subsequent lesson emphasizes the importance of rewriting information to avoid plagiarism and explores the ethical implications of copying someone else's work. The discussion delves into questions ensuring ethical information use and highlights the consequences of plagiarism in various contexts. Another segment introduces the concept of synthesizing information, emphasizing the need for a balanced mix of direct quotes, summarizing, paraphrasing, and original ideas in reports. The synthesis process involves gathering information, identifying similarities, and combining key points. The unit underscores the legal aspects of information use, such as copyright and trademarks, providing practical examples. The final section prompts a comprehensive review of work, completion of practice activities, and addressing any questions from the teacher.

SOL Standard

12.1.b.

12.2.b.

12.3.b.

12.3.e.

12.5.a

12.5.e.

12.6.e

12.6.h

12.8.a.

12.8.b

12.8.d.

12.8.e.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Plagiarism, Unethical, Common Knowledge, Trademark, Copyright, Direct quote, Paraphrase, Summarize, Synthesize	Lesson: Introduce key terms related to ethical information use. Activity: Review terms and answer questions to reinforce understanding.
2	Using Information Ethically	Avoiding plagiarism, Ethical use of information	Lesson: Emphasize the importance of rewriting information to avoid plagiarism. Discuss consequences of plagiarism. Activity: Self-assessment on ethical information use.
3	Synthesizing Information	Information synthesis	Lesson: Introduce the concept of synthesizing information. Discuss steps to gather, find similarities, and combine key points. Activity: Group discussion on a topic to practice synthesis.
4	Review and Practice	Review and practice	Lesson: Review concepts covered in the unit. Activity: Look over work, complete practice activities, and address any questions from the teacher.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other Concept	Assessment: Students review their work, complete practice activities, and address questions from the teacher.

Unit 23 Understanding Research (Writing Lesson: Analyzing Visual Media)

Unit Overview

Unit 23: Understanding Research Assignments and Documentation provides students with valuable insights into interpreting and fulfilling research assignments effectively. The unit commences with a focus on key vocabulary related to plagiarism, unethical practices, common knowledge, and documentation styles, including APA and MLA. The subsequent section delves into the nuances of crafting research reports, emphasizing the importance of adherence to guidelines, avoiding plagiarism, and maintaining the report's appearance and accuracy. Another segment explores documentation styles, with a specific focus on APA and MLA, guiding students on in-text citations, reference pages, and the critical nature of citing sources. The unit concludes with a comprehensive review and practice session, encouraging students to scrutinize their work, engage in practical activities, and address any queries from their teacher. Throughout the unit, the overarching goal is to equip students with the essential skills to comprehend, execute, and document research assignments effectively, fostering a thorough understanding of academic integrity and proper citation practices.

SOL Standard

12.1.b.

12.2.a.

12.2.b.

12.2.c.

12.2.d.

12.2.e.

12.6.a.

12.6.h.

12.7.c.

12.8.d.

12.8.e.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Familiarity with Key Terms	Lesson: Introduce and define vocabulary terms related to research assignments. Activity: Answer questions 1-8 related to the provided terms.
2	Understanding Research Reports	Research Report Writing Tips	Lesson: Provide tips on writing a research report. Activity: Discuss the importance of following directions, meeting due dates, avoiding plagiarism, and focusing on appearance.
3	Documentation Styles	APA and MLA Citation Styles	Lesson: Explain APA and MLA documentation styles. Activity: Emphasize the importance of citing sources and understanding citation formats.
4	Review and Submission	Finalizing Work for Submission	Lesson: Review work and emphasize the importance of accuracy. Activity: Complete assigned activities in the Unit Resources folder.
5	Unit Assessment	Synthesis of Unit Concepts and Assessment	Description: Look over work, submit to the teacher, complete "Let's Practice" activities, and redo any questions sent back by the teacher.

Unit 24 Using Technology to Present Information (Vocabulary Quiz)

Unit Overview

In Unit 24: Using Technology to Present Information, the central theme revolves around the effective utilization of technology to present research to an audience. The unit commences by introducing vocabulary associated with media, research, software, visual aids, fonts, layout, slides, and technology. The subsequent section delves into the art of preparing a presentation, emphasizing key elements such as research, media selection, script writing, and the nuances of effective delivery. The use of notecards is recommended for smoother speeches, and attention is drawn to the significance of body language. Another segment explores the role of technology in presentations, specifically focusing on tools like PowerPoint or Google Slides. Tips provided include designing layouts, selecting appropriate fonts and images, considering audience size, and avoiding distracting backgrounds. The unit concludes by guiding students to review and submit their work, engage in practice activities, and address any queries from the teacher. The overarching objective is to empower students with the skills to deliver impactful presentations using contemporary technological tools.

SOL Standard

12.1.a.

12.2.b.

12.3.e

12.6.a.

12.6.e.

12.6.h.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Familiarity with Presentation Terms	Lesson: Introduce vocabulary related to presentations, including terms like media, research, software, visual aids, fonts, layout, slides, and technology. Activity: Answer questions 1-8 based on the presented terms.
2	Preparing a Presentation	Steps in Preparing a Presentation	Lesson: Guide on preparing presentations, covering research, choice of media, script writing, and effective delivery. Activity: Practice script writing on notecards, emphasizing natural speech and body language.
3	Using Technology to Share Info	Tips for Effective Slide Presentations	Lesson: Focus on using technology for presentations, specifically creating slide presentations with software. Discuss designing layouts, text display, image incorporation, and audience considerations. Activity: Consider audience size and create a sample slide.
4	Review and Submission	Finalizing and Submission Checklist	Lesson: Review and finalize presentation work. Emphasize key aspects before submission. Activity: Look over work, complete "Let's Practice" activities, and redo any questions sent back by the teacher.
5	Unit Assessment	Synthesis and Assessment of Presentation	Description: Submit the finalized presentation to the teacher, complete assigned activities in the Unit Resources folder, and address any questions sent back for revision.

Unit 25 Sharing Information Appropriately

Unit Overview

In Unit 25: Sharing Information Appropriately, the emphasis is on exploring diverse methods of electronic communication and information sharing. The initial phase introduces key communication-related vocabulary, encompassing terms like blog, text message, verbally, audience, message board, discussion, advertisement, professional communication, and informal communication. The subsequent section delves into the realm of sharing information electronically, covering topics such as blogs, discussion boards, emails, and texting. It underscores the importance of discerning the context and suitability of each communication method. Another aspect of the unit explores advertisements and verbal communication, elucidating the persuasive nature of ads and the relevance of verbal communication in various formats like discussions, phone calls, and online meetings. The significance of active listening is underscored to enhance verbal communication skills. The concluding segment involves the review and submission of work, engagement in practice activities, and addressing any queries for improvement. The overarching goal of the unit is to cultivate students' understanding of different communication methods and their adept application across diverse contexts.

SOL Standard

12.1.f.

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.6.a.

12.6.e.

12.8.a.

12.8

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Familiarity with key terms	Lesson: Introduction to vocabulary terms related to communication, including blog, text message, verbally, audience, message board, discussion, advertisement, professional communication, and informal communication. Activity: Review and answer questions 1–9 related to the introduced terms.
2	Sharing Information Electronically	Electronic communication methods	Lesson: Exploration of various electronic communication methods such as blogs, discussion boards, emails, and texting, considering their appropriateness based on the information to be shared. Activity: Application of knowledge by understanding and discussing the characteristics and precautions associated with different electronic communication methods.
3	Advertisements and Verbal Communication	Persuasive nature of advertisements and importance of verbal communication	Lesson: Analysis of advertisements, their persuasive purposes, and exposure through electronic communication. Overview of verbal communication methods, including small group discussions, telephone calls, and online meetings. Activity: Reflection on the influence of advertisements and practicing active listening in verbal communication scenarios.

4	Review and Practice	Consolidation of learning	Lesson: Review and submission of work, completion of "Let's Practice" activities in the Unit Resources folder. Addressing any questions for improvement. Activity: Practical application and reinforcement of concepts through provided activities.
5	Unit Assessment and Reflection	Synthesis of unit concepts	Assessment: Final review of the unit concepts and completion of any remaining assessments or activities. Reflection: Reflecting on the overall learning experience and identifying areas for improvement.

Unit 26 Asking Questions Effectively

Unit Overview

In Unit 26: Asking Questions Effectively, the focus is on developing the skill of asking questions proficiently, a valuable ability not only in academic settings but also in real-life situations. The introduction covers key vocabulary, including open-ended questions, close-ended questions, viewpoints, point of view, and motivation. The unit delves into the art of asking questions, distinguishing between open-ended and close-ended questions and highlighting their respective roles in conversations. The importance of using a mix of question types in one-on-one or group discussions is emphasized. The significance of understanding viewpoints and motivations in discussions is explored, with examples illustrating how viewpoints and motivations are interconnected, enriching the understanding of individual perspectives. The unit involves reviewing and submitting work, engaging in practical activities, and addressing any questions for improvement, contributing to the overall mastery of effective questioning techniques.

SOL Standard

12.1.f.

12.2.b.

12.3.a

12.3.b.

12.3.e.

12.4.a.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Open-ended and Close-ended Questions	Lesson: Introduce the vocabulary terms such as open-ended questions, close-ended questions, viewpoints, point of view, and motivation. Activity: Review terms and answer related questions 1-5.
2	Asking Questions	Effective Questioning Techniques	Lesson: Explore the importance of asking open-ended questions and how they lead discussions. Discuss close-ended questions and their role. Activity: Provide examples of both types of questions and discuss when to use each. Encourage a mix of open and close-ended questions.
3	Understanding Viewpoints	Recognizing Viewpoints and Motivations	Lesson: Explore the concept of viewpoints and motivations. Clarify the difference between viewpoint and point of view. Activity: Analyze examples of viewpoints and connect them to motivations. Highlight the importance of understanding motivations in discussions.
4	Deepening Questioning Skills	Crafting thoughtful questions	Lesson: Crafting Thoughtful Questions Explore situations where open-ended questions could be more beneficial than close-ended ones. Activity: Applying Your Skills. Engage in a discussion with a peer or family member, incorporating a mix of open-ended and close-ended questions. Share your experience in using both types of questions and how it influenced the flow of the conversation.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other Concept	- Look over your work and submit it to your teacher. - Complete the "Let's Practice" activities included in the Unit Resources folder. - Redo any questions sent back to you by your teacher.

Unit 27 Review (Reading Lesson: “Case Study”)

Unit Overview

In Unit 27: Review, encompassing lessons 19-26, the focus is on consolidating the knowledge gained in finding and disseminating information effectively. Students engage in a comprehensive review by reading excerpts from research papers, prompting them to reflect on the intricacies learned throughout the units. The review encourages a thoughtful consideration of the distinctions between various information sources, adeptness in reading visual information, honing research skills, ethical information usage, and diverse methods of information sharing, be it through verbal, written, or oral means. This unit serves as a culmination, allowing students to synthesize and apply the multifaceted skills acquired in the preceding lessons.

SOL Standard

12.1.b.

12.2.a.

12.a.b.

12.2.c.

12.2.d.

12.2.e.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.5.e.

12.7.c.

12.8.a.

12.8.b.

12.8.c.

12.8.d.

12.8.e.

Day	Section	Key Concept	Lesson/Activity
1	Introduction to Unit 27	Overview of Finding and Sharing Information	Lesson: Provide an overview of the unit's focus on finding and sharing information. Activity: Introduction to the reading of research paper excerpts.
2	Types of Information Sources	Distinguishing Between Source Types	Lesson: Explore the differences between types of information sources. Activity: Analyzing examples of various source types.
3	Reading Visual Information	Interpreting Visual Data	Lesson: Focus on reading and interpreting visual information. Activity: Practice reading and analyzing visual data from research papers.
4	Researching a Topic	Enhancing Research Skills	Lesson: Review research methodologies and techniques. Activity: Conducting a mini research task on a given topic.
5	Unit Synthesis and Assessment	Reflecting on Learned Concepts	Lesson: Summarize key concepts learned in units 19-26. Activity: Unit assessment - Reflect on differences between source types, visual data interpretation, research skills, and ethical information use.

Unit 28 Analyzing Cause and Effect (Reading Lesson: “For Man’s Flavor”)

Unit Overview

In Unit 28: Analyzing Cause and Effect, students delve into the skill of understanding why events occur and predicting their outcomes. The unit initiates with key vocabulary, including terms like analyze, cause, effect, signal words, stated, unstated, and sequential. The subsequent lessons explore the process of analyzing cause and effect, emphasizing its practical applications in problem-solving and decision-making. Guidelines focus on distinguishing causes from effects and identifying multiple causes for a given situation. Examples, such as why a student might study for a test, illustrate the application of cause and effect analysis. The unit further explores three types of cause and effect relationships: stated, unstated, and sequential. Signal words and inferences are introduced to identify these relationships in text, enriching comprehension skills. The unit concludes with activities prompting students to review, practice, and submit their work while addressing any questions for improvement, reinforcing the analytical skills acquired throughout the unit.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.8.a.

12.8.b.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Analyzing Cause and Effect	Lesson: Introduce key vocabulary, including analyze, cause, effect, signal words, stated, unstated, and sequential. Activity: Review terms and answer related questions (1-7) to ensure understanding of the foundational concepts for cause and effect analysis.
2	Cause and Effect	Analyzing Cause and Effect Guidelines	Lesson: Explore the process of analyzing cause and effect, emphasizing its applications in problem-solving and decision-making. Activity: Apply guidelines to analyze cause and effect relationships, distinguishing causes from effects and identifying multiple causes for a given situation.
3	Types of Cause and Effect Relationships	Stated, Unstated, Sequential Relationships	Lesson: Deepen understanding of three types of cause/effect relationships (stated, unstated, sequential), introducing signal words and inferences. Activity: Identify and analyze examples of each relationship type to enhance comprehension skills.
4	Review and Practice	Reinforcement and Application	Lesson: Review concepts learned in previous days and apply them to new examples. Activity: Engage in reinforcement activities, ensuring a solid understanding of cause and effect analysis.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Assessment: Evaluate students' comprehension and application of cause and effect analysis concepts. Activity: Complete the "Let's Practice" activities in the Unit Resources folder, and address any questions sent back by the teacher.

Unit 29 Sequencing and Chronological Order

Unit Overview

Unit 29: Sequencing and Chronological Order introduces students to the importance of organizing information in a sequential and chronological manner. The focus is on key vocabulary related to sequencing, including terms such as process, sequencing, step, timeline, chronological, and signal words. The concept of sequencing is explored with guidelines for organizing steps in a logical order, emphasizing the use of timelines and connectors like "first," "next," and "finally." A practical example of making a peanut butter and jelly sandwich is incorporated to illustrate the significance of proper sequencing. Distinguishing between chronological and sequential order, the lesson emphasizes that chronological order is used for events related to time and dates, with examples from biographies and everyday writing situations highlighting practical applications. The unit concludes with prompts for students to review their work, complete practice activities, and address any questions sent back by the teacher.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.8.a.

12.8.b

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Process, Sequencing, Step, Timeline, Chronological, Signal Words, Alphabetical Order	Lesson: Introduce key vocabulary related to sequencing and chronological order. Activity: Review terms and answer related questions (1-7) to ensure understanding.
2	Sequence	Organizing information in steps	Lesson: Emphasize the importance of organizing information in steps and sequencing. Activity: Provide guidelines for sequencing, including the use of timelines and connectors. Apply the concept to a practical example of making a peanut butter and jelly sandwich.
3	Chronological Order	Organizing events based on time and dates	Lesson: Differentiate between chronological and sequential order, highlighting the use of chronological order for events related to time or dates. Activity: Explore examples from biographies and everyday writing situations to understand the practical application of chronological order.
4	Project: Sequence Story	Storytelling with order	Lesson: Applying sequencing skills in storytelling. Activity: Create a story where students arrange events in a meaningful sequence.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other Concept	Review work, complete "Let's Practice" activities, and address any questions sent back by the teacher.

Unit 30 Compare and Contrasting (Media Exploration: Researching a Brand)

Unit Overview

The "Comparing and Contrasting" unit introduces vocabulary related to comparison and contrast. It emphasizes practical applications, such as decision-making based on comparisons, and introduces tools like Venn Diagrams. The focus shifts to writing about comparisons, providing signal words and phrases, and presenting two organizational models: "point by point" and "block." The application is demonstrated through a comparison of traditional and online high schools, covering aspects like attendance, interactions, and dress codes. The unit concludes with activities for review, submission of work, and addressing teacher feedback.

SOL Standard

12.1.f.

12.2.a.

12.2.b.

12.2.c.

12.2.d.

12.2.e.

12.3.e.

12.5.a.

12.5.b.

12.6.a.

12.6.c.

12.6.e.

12.6.h.

12.8.a.

12.8.b.

12.8.d.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Compare and Contrast	Introduction to vocabulary terms for comparison and contrast. Activity: Answering questions 1-7.
2	Comparing and Contrasting	Making Comparisons	Exploring daily life comparisons. Activity: Using Venn Diagrams to compare communication methods.
3	Writing about Comparing	Writing a Compare/Contrast Essay	Understanding writing techniques for comparison essays. Activity: Signal words and phrases practice.
4	Writing about Contrasting	Writing a Compare/Contrast Essay (cont.)	Continuing the discussion on writing techniques. Activity: Organizational models for essays.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Reviewing work, completing practice activities, and addressing teacher feedback.

Unit 31 Communicating to Persuade

Unit Overview

In Unit 31: Communicating to Persuade, the focus is on understanding persuasive communication and the techniques employed to convince others of a particular viewpoint. The unit begins with an exploration of relevant vocabulary, including terms like audience, evidence, structure, argument, claim, and various appeals such as emotion, logic, and authority. The subsequent days delve into the art of communicating to persuade, emphasizing considerations like knowing your audience, structuring arguments, and supporting opinions with evidence. There is also an analysis of arguments, teaching students to identify claims, supporting evidence, and evaluate the overall persuasiveness. The unit concludes with a discussion of three types of appeals—emotion, logic, and authority—used to enhance the effectiveness of persuasive communication. The final section involves reviewing and submitting work, engaging in practice activities, and addressing any questions or feedback from the teacher.

SOL Standard

12.1.b.

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.b.

12.5.e.

12.6.a.

12.6.e.

12.8.a.

12.8.b.

12.8.c.

12.8.d.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Communication Fundamentals	Review and understand key terms: Audience, Evidence, Structure, Argument, Claim, Appeal to Emotion, Appeal to Logic, Appeal to Authority.
2	Communicating to Persuade	Persuasive Communication	Explore the concept of communicating to persuade. Discuss examples like college admission essays and formulate a persuasive argument using the structure, audience awareness, and supporting evidence.
3	Analyzing Arguments	Critical Thinking in Persuasion	Learn to analyze arguments in various forms (ads, commercials, editorials) by identifying claims, arguments, supporting evidence, and evaluating their believability. Introduce three types of appeals: Emotion, Logic, Authority.
4	Section Title: Crafting Persuasive Arguments	Key Concept: Application of Persuasive Techniques	Lesson: Guide students in crafting a persuasive argument on a topic of their choice. Encourage them to consider their audience, use appropriate structure, and provide supporting evidence. Activity: Topic Selection: Have students choose a persuasive topic they are passionate about. Argument Structure: Instruct them to outline their main idea, supporting statements, and a conclusion.
5	Unit Assessment	Synthesis of Persuasion Concepts	Review work, complete practice activities, and address questions. Engage in a unit assessment to synthesize concepts learned.

Unit 32 Communicating to Inform (Exemplary Research Paper Review)

Unit Overview

In Unit 32: Communicating to Inform, students explore effective ways of conveying information to others. The unit begins with an introduction to key vocabulary, emphasizing the significance of understanding terms like audience, diagram, jargon, paraphrase, perception, perspective, and exposition. The material delves into considerations when communicating to inform, stressing the importance of adapting to the audience, avoiding confusing jargon, and utilizing visual aids. The focus shifts to the analysis of Public Service Announcements (PSAs), emphasizing their purpose, message, audience, and sponsor. A historical example highlights the impact of a WWII campaign featuring "Rosie the Riveter." The unit aims to enhance students' skills in clear and effective information communication, blending language proficiency with audience awareness and persuasive techniques. The concluding activities involve reviewing and practicing the concepts learned throughout the unit.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.e.

12.6.a.

12.8.b.

12.8.c.

12.8.d.

12.6.h

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Understanding Key Terms	Lesson: Introduction to key terms such as audience, diagram, jargon, paraphrase, perception, perspective, exposition. Activity: Review and practice key terms.
2	Considering Audience and Jargon	Adapting to Audience and Avoiding Jargon	Lesson: Understanding the audience when informing, avoiding jargon, and using visual aids. Activity: Apply concepts to different audience scenarios and jargon examples.
3	Analyzing PSAs	Elements of Effective PSAs	Lesson: Analyzing the purpose, message, audience, and sponsor of PSAs. Activity: Evaluate and discuss different PSAs, emphasizing their effectiveness.
4	Effective Information Communication Strategies	Choosing the Right Medium and Clarity in Information Communication	Lesson: Exploring communication mediums and strategies for effective information presentation. Emphasis on clarity, simplicity, and relevance. Activity: Practice communicating a topic using different mediums, analyzing strengths and weaknesses.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Description: Review and submit work, complete practice activities, and redo any questions sent back by the teacher.

Unit 33 Analyzing Political Media

Unit Overview

Unit 33: Analyzing Political Media focuses on understanding the influence of political messages across various media channels. The lesson introduces vocabulary related to politics, candidates, emotional and logical appeals, social media, and Political Action Committees (PACs). It delves into the analysis of political media, distinguishing between positive and negative messages, logical and emotional appeals, and the impact of attack ads on voters. The importance of verifying sources and assessing credibility is emphasized. The lesson also explores the intersection of social media and political advertisements, discussing challenges such as misinformation and microtargeting. The conclusion underscores the significance of critical thinking and research when encountering political information online. The unit ends with a review of student work, completion of practice activities, and addressing any teacher feedback or questions.

SOL Standard

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.e.

12.6.a.

12.6.b.

12.6.e.

12.6.h

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Familiarity with Political Terms	Lesson: Introduce key political vocabulary such as candidate, emotional, logical, political, social media, audience, and Political Action Committee. Activity: Review terms and answer related questions.
2	Analyzing Political Media	Positive and Negative Messages	Lesson: Explore positive and negative political messages with logical and emotional appeals. Discuss "attack ads" and their impact. Activity: Analyze sample political messages and identify their appeals.
3	Social Media and Political Advertisements	Impact of Social Media on Politics	Lesson: Examine the role of social media in political advertisements, discussing sharing dynamics and microtargeting. Activity: Discuss and analyze political ads on social media.
4	Evaluating Credibility of Political Ads	Assessing Information Credibility	Lesson: Discuss the importance of evaluating credibility in political ads. Explore ways to analyze sources and fact-check information. Activity: Analyze political ads, focusing on credibility factors.
5	Unit Assessment	Synthesis of Unit Concepts and Practice	Lesson: Review key concepts from the unit, emphasizing critical thinking in evaluating political information. Activity: Engage in practice activities and address any questions or concerns.

Unit 34 Understanding Primary Sources (Works Cited Page & In-Text Citations)

Unit Overview

Unit 34: Understanding Primary Sources provides an in-depth exploration of the significance of primary sources, which are original objects or documents from specific time periods or events. The unit covers various types of primary sources, including journals, diaries, autobiographies, speeches, historical documents, photographs, recordings, letters, and artifacts. It emphasizes the importance of critically analyzing these sources, considering factors such as the creator's perspective and intention. The unit also involves reviewing and practicing the concepts learned throughout its duration.

SOL Standard

12.1.b.

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.6.a.

12.6.h.

12.7.c.

12.8.d.

12.8.e.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary	Primary source	Lesson: Introduce and define the term "primary source" as an original object or document from a specific time period or event. Activity: Review vocabulary terms related to primary sources and answer associated questions.
2	Diaries and Journals, Autobiographies, Speeches, and Historical Documents	Types of primary sources and their significance	Lesson: Explore different types of primary sources, such as journals, diaries, autobiographies, speeches, and historical documents. Activity: Analyze examples, including Anne Frank's diary and Olaudah Equiano's autobiography.
3	Photographs and Recordings, Letters, and Artifacts	More types of primary sources	Lesson: Cover additional primary sources like photographs, recordings, letters, and artifacts. Emphasize the importance of context in interpreting these sources. Activity: Analyze primary sources like 9/11 footage, Winston Churchill's letters, and artifacts from Virginia State Parks.
4	Review and Practice	Synthesize knowledge from previous days.	Review and practice concepts covered in the unit, ensuring a comprehensive understanding of primary sources. Prepare for the unit assessment and address any questions or challenges.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other Concept	Description: Review concepts learned throughout the unit. Complete "Let's Practice" activities. Submit work to the teacher.

Unit 35 Understanding Secondary Sources (Drafting Your Research Paper)

Unit Overview

In Unit 35, the focus shifts from primary to secondary sources. The unit begins with a vocabulary session introducing terms like 'secondary source,' 'biography,' 'textbook,' 'encyclopedia,' 'documentary,' and 'incident report.' The subsequent lesson delves into the concept of secondary sources as information one step removed from primary sources, emphasizing interpretation and analysis. Various types of secondary sources, including newspaper articles, magazines, encyclopedias, biographies, incident reports, and documentaries, are explored. The distinctions between primary and secondary sources within these categories are highlighted, such as the time of publication and the level of editorial control. The unit also discusses the advantages and disadvantages of using secondary sources, emphasizing their role in providing analysis, diverse perspectives, and background information while acknowledging potential issues of reliability, bias, and the challenge of finding quality sources. The unit concludes with review and practice activities, ensuring a comprehensive understanding of secondary sources.

SOL Standard

12.1.b.

12.2.b.

12.3.e.

12.6.a.

12.6.b.

12.6.e.

12.6.f.

12.6.g.

12.6.h.

Day	Section	Key Concept	Lesson/Activity
1	Vocabulary Introduction	Key Terms	Introduction to key vocabulary terms: Secondary source, Biography, Textbook, Encyclopedia, Documentary, Incident report. Review terms and answer related questions (1-6).
2	Understanding Secondary Sources	Overview and Types	Explanation of secondary sources as 'second-hand' information. Explore types like articles, encyclopedias, biographies, incident reports, and documentaries. Discuss the use of primary sources in secondary sources.
3	Evaluating Information	Advantages and Disadvantages	Analyze advantages: analysis, synthesis, exposure to perspectives. Discuss disadvantages: reliability, specificity, lack of first-hand knowledge, potential bias.
4	Types of Biographies	Exploration	Explore different types of biographies: historical fiction, academic, fictional academic, prophetic. Provide examples and discuss purposes.
5	Unit Assessment and Review	Synthesis and Application	Comprehensive assessment of key concepts. Submit work, complete additional activities, and address any questions from the teacher.

Unit 36 Review (Completed Research Paper)

Unit Overview

In Unit 36, the focus is on reviewing the past eight lessons, where you delved into the impact of informational and persuasive communication in educating and influencing readers' opinions. The unit centers around the analysis of a speech delivered by Elie Wiesel, a Holocaust survivor, upon the invitation of First Lady Hillary Clinton at the White House on April 12, 1999. Against the backdrop of ongoing ethnic cleansing in Kosovo, Wiesel shares his personal experiences and emphasizes the consequences of indifference and being a bystander. The unit encourages readers to critically engage with Wiesel's speech, prompting them to answer questions that deepen their understanding of the powerful themes explored in this historical and impactful address.

SOL Standard

12.1.b.

12.2.b.

12.3.b.

12.3.e.

12.5.a.

12.5.e.

12.6.a.

12.6.b.

12.6.e.

12.6.f.

12.6.h.

12.7.a.

12.7.c.

12.8.c.

12.8.d.

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Impact of Communication	Lesson: Overview of the past 8 lessons, exploring the influence of informational and persuasive communication on education and opinion change. Activity: Reflecting on key concepts learned in previous lessons.
2	Speech Analysis	Elie Wiesel's Address	Lesson: Analyzing Elie Wiesel's speech, understanding the historical context, and identifying key themes. Activity: Reading and responding to questions related to Wiesel's speech.
3	Personal Experiences	Holocaust Survivor Perspective	Lesson: Delving into Elie Wiesel's personal experiences during the Holocaust and their impact on his speech. Activity: Reflecting on the emotional and historical aspects of Wiesel's narrative.
4	Consequences of Indifference	Bystander Effect	Lesson: Examining Wiesel's exploration of the effects of indifference and being a bystander. Activity: Discussing real-world examples of indifference and its consequences.
5	Unit Assessment	Synthesis and Reflection	Assessment: Synthesizing unit concepts, reflecting on the importance of communication in conveying historical narratives, and answering assessment questions.

Unit 37 Digital Storytelling

Unit Overview

In the Digital Storytelling unit, you embark on a captivating journey into the realm of family history and narrative creation. Beginning with researching and collecting information about your family's past, the unit guides you through the intricacies of digital storytelling. From engaging with animations illustrating storytelling nuances to interviewing family members and crafting a compelling narrative, you'll experience a creative process that involves scripting, storyboarding, and ultimately producing a polished digital story. Digital storytelling, described as the 21st-century version of ancestral campfire tales, involves blending words, pictures, music, videos, and animations. The unit emphasizes the personal nature of these stories, reflecting your experiences and feelings, and highlights the importance of a well-crafted narrative. Beyond creativity, digital storytelling enhances writing, tech, and creativity skills. As you delve into your family history, connect with shared human ancestry, and explore diverse cultures, you'll gain a deeper understanding of interconnected perspectives, fostering respect and empathy. The unit concludes with practical tasks, including crafting a script, creating a storyboard, and engaging in collaborative feedback to refine your digital story, culminating in a project that goes beyond a mere task, becoming a powerful tool for connection, understanding, and change.

SOL Standard

12.1.a

12.1.b.

12.1.d.

12.1.e.

12.1.f.

12.1.g.

12.2.b.

12.2.c.

12.2.d.

12.2.f.

12.2.g.

12.3.e.

12.5.b.

12.5.e.

12.6.a.

12.6.d.

12.6.g.

12.6.h.

12.7.b.

12.8.a.

12.8.b.

12.8.d.

12.8.f.

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Multimedia Mix	Introduction to digital storytelling and multimedia mix. Explore and analyze examples of digital storytelling.
2	Aha! Moments	Aha Moment Concept	Reflect on "Finding Your Roots" episode. Discuss personal "aha" moments and share insights.
3	Shared Ancestry	Mitochondrial Eve	Discuss Mitochondrial Eve and diverse perspectives. Group discussion on cultural diversity and beliefs.
4	Family Heritage	Crafting Narrative	Emphasize presenting family narratives, collect artifacts, and interview family members. Share reflections on researched culture or belief system within small groups.
5	Unit Assessment	Application of Skills	Apply digital storytelling skills acquired throughout the unit. Present and submit detailed family story outline incorporating researched elements.

Unit 38 Idioms and Allusions

Unit Overview

This unit on Idioms and Allusions takes students on a captivating exploration of the intricate world of idioms, literary allusions, and classical allusions. Students embark on a journey to unravel the hidden meanings and cultural significance behind these expressive elements of language. The unit delves into common idioms, those unique phrases that convey universal ideas through figurative meanings. It explores the rich tapestry of literary allusions, where texts reference other works, characters, or events, creating layers of meaning and connection. Additionally, the unit covers classical allusions, drawing from Greek and Roman mythology, literature, and history to illustrate how ancient stories continue to influence modern text. Through engaging activities, insightful discussions, and analytical exercises, students develop a nuanced understanding of how idioms and allusions function as powerful tools in both understanding and crafting sophisticated and meaningful text. The unit cultivates skills in identifying, analyzing, and utilizing these elements, fostering a deeper appreciation for the art of storytelling and language. Activities include identifying idioms in texts, exploring literary allusions in well-known works, and discovering classical allusions in contemporary expressions, providing a comprehensive exploration of these linguistic treasures.

SOL Standard

12.1.f.

12.2.b.

12.2.c.

12.2.d.

12.3.b.

12.3.d.

12.3.e.

12.6.a.

12.6.d.

12.6.e.

12.6.h.

Day	Section	Key Concept	Lesson/Activity
1	Understanding Common Idioms	Idioms and Figurative Meanings	Identify and analyze idioms in various texts. Understand the figurative meanings. Use the idiom "off the hook" in your writing to practice application.
2	Common Idioms and Their Meanings	Exploration of Common Idioms	Explore common idioms and their meanings. Distinguish between analogy and allusion in various texts. Practice using both in writing.
3	Contextual Practice: Identifying Idioms	Application of Idiom Knowledge	Apply knowledge by identifying idioms in a short story. Interpret idioms through pictures and cartoons. Discuss real-life scenarios using idioms.
4	Real-Life Idioms	Application of Idioms in Real Life	Pick six idioms, write sentences, and draw literal and correct meanings. Create dialogues or scenarios incorporating chosen idioms for practical application.
5	Unit Assessment	Synthesis of Unit Concepts	Evaluate understanding of idioms and allusions. Create an original piece of writing incorporating idioms, analogies, and allusions learned throughout the unit.

Unit 39 How to Write a Job-Seeking Email

Unit Overview

In this comprehensive lesson on crafting job-seeking emails, learners will delve into the intricacies of professional email communication. The unit begins by emphasizing the significance of emails in job searches, highlighting their potential to make a strong first impression on employers. Learners are guided through the common fields of an email, focusing on the subject line, greeting, body, and closing/sign-off. The lesson provides detailed insights into the elements of each section, ensuring a nuanced understanding of professional email etiquette. The importance of thorough preparation, particularly in researching potential employers, is underscored through engaging videos and practical tips. The lesson culminates in a detailed checklist to ensure the professionalism, accuracy, and effectiveness of job-seeking emails. The unit also features a hands-on activity, challenging learners to arrange a mock email based on a scenario, and concludes with a final assignment prompting the creation of a job-seeking email following best practices. Throughout the lesson, learners are equipped with valuable skills to navigate the job-seeking process effectively and make a lasting impression through polished and professional email communication.

SOL Standard

12.1.f.

12.2.b.

12.2.g.

12.3.e.

12.5.b.

12.6.a.

12.6.e.

12.6.h.

12.6.j.

12.7.b.

12.8.a.

12.8.b.

12.8.j.

Day	Section	Key Concept	Lesson/Activity
1	Introduction and Email Fields	Understanding the Importance of Email	Lesson: Overview of the unit, emphasizing the role of email in job searches. Activity: None for Day 1.
2	Common Email Fields	Professionalism in Email Etiquette	Lesson: Review of common email fields and buttons for job-seeking. Activity: Research strategies for potential employers.
3	Subject Line and Greeting	Crafting an Effective Subject Line	Lesson: Importance of subject lines and best practices for professional greetings. Activity: Research and impress exercise.
4	Body, Closing, and Sign-off	Composing the Body and Sign-off	Lesson: Components of the email body, closing, and sign-off. Activity: Checklist for ensuring a professional email.
5	Unit Assessment	Synthesis of Unit Concepts	Description: Final assignment – Draft a job-seeking email using the provided scenario. Follow best practices learned throughout the unit.

Unit 40 Analyzing Conflicting Reports

Unit Overview

The lesson on "Analyzing Conflicting Reports: The Titanic Disaster" immerses students in literary analysis by examining multiple texts about the tragic sinking of the RMS Titanic. Focusing on conflicting newspaper reports, students engage in activities that enhance critical thinking and analytical skills. The unit explores the disaster's historical context, emphasizing the significance of varying perspectives and conclusions. Through activities such as vocabulary review, reading and noting article details, group discussions, and a compare-and-contrast exercise, students delve into the art of analyzing multiple texts. The lesson encourages the critical assessment of source reliability, identification of bias, and understanding of how differing interpretations impact historical narratives. By delving into conflicting news reports on the Titanic's fate, students gain insights into the challenges of reporting and miscommunication during historical events, fostering a comprehensive understanding of the importance of analyzing multiple perspectives in our information-rich society.

SOL Standard

12.1.c.

12.1.f.

12.1.g.

12.2.a.

12.2.b.

12.2.c.

12.2.d.

12.2.e.

12.2.e.

12.2.f.

12.3.b.

12.3.e.

12.4.c.

12.4.h.

12.5.a.

12.5.b.

12.5.c.

12.5.e.

12.6.a.

12.6.e.

12.6.h.

12.8.a.

12.8.b.

12.8.c.

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Tragic Sinking of the RMS Titanic	Lesson: Explore the tragic sinking of the RMS Titanic, introducing literary analysis. Activity: Review key vocabulary related to the Titanic disaster.
2	Literary Analysis	Perspectives on Titanic Disaster	Lesson: Understand differing perspectives and conclusions about the Titanic disaster. Activity: Read and note details from conflicting newspaper reports, engage in group discussions.
3	Analyzing Texts	The Art of Analyzing Multiple Texts	Lesson: Examine multiple texts addressing the Titanic disaster, focusing on literary analysis. Activity: Dive into each author's presentation, assess reliability, and compare diverse viewpoints.

4	Bias Recognition	Recognizing Bias in Historical Narratives	Lesson: Critical aspect - recognize bias in historical narratives and its impact. Activity: Compare texts to identify biases, understanding their influence on the portrayal of events.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Compare and contrast conflicting news reports, analyze miscommunication's impact, and explore the role of journalism in disaster reporting.

Virtual Learning Academy

Science

Earth Science

Unit 1: Introduction to Earth Science

Unit Overview

The lesson "Introduction to Earth Science" provides a comprehensive exploration of the field, aiming to equip learners with a thorough understanding of Earth Science and its practical applications. The course covers the fundamental branches of Earth Science, including geology, meteorology, oceanography, and astronomy, elucidating their interconnectedness and real-world significance. Emphasizing Earth's past, present, and future, the lesson delves into the role of Earth Science as a time machine, deciphering geological history through rock layers and fossils. It further highlights how Earth Science enhances comprehension of the present, elucidating the interplay between Earth's systems and aiding predictions of future scenarios, from weather patterns to natural disasters. Through an extensive study of major topics, such as the universe, Earth's unique properties, minerals, plate tectonics, and resource usage, the course fosters a holistic understanding of our planet, emphasizing its complexity, beauty, and the crucial role Earth Science plays in responsible environmental management and preservation.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.3.a. Earth supports life because of its relative proximity to the sun and other factors;

ES.9.a. Races and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;

ES.9.b. Superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;

ES.9.c. Absolute (radiometric) and relative dating have different applications but can be used together to determine the age of rocks and structures;

ES.9.d. Rocks and fossils from many different geologic periods and epochs are found in Virginia.

ES.11.a. The composition of the atmosphere is critical to most forms of life;

ES.12.d. Models based on current conditions are used to predict weather phenomena;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Earth**	Science Earth Science Overview	Lesson: Overview of Earth Science, its branches, and significance Activity: Discussion on the interconnectedness of Earth's spheres
2	**What is Earth Science?**	Earth's Spheres and Geoscience	Lesson: Exploration of Earth's spheres and geoscience Activity: Diagram analysis of Earth's spheres
3	**Major Branches of Earth Science**	Geology, Meteorology, Oceanography, Astronomy	Lesson: In-depth study of each Earth Science branch Activity: Matching activity for branch descriptions
4	**Studying Earth Science**	Significance and Applications	Lesson: Understanding the practical applications of Earth Science Activity: Discussion on resource sustainability and climate change
5	**Synthesis and Assessment**	Holistic Understanding of Earth Science	Description: Unit assessment covering major topics and concepts learned throughout the course

Unit 2: Engineering Design Process in Earth Science

Unit Overview

In this unit on engineering within the context of Earth Science, the learning objective is to immerse students in the intricacies of the engineering design process. Through a combination of visuals, videos, and practical examples, the course aims to equip students with the skills to identify and define design problems, generate potential solutions, and evaluate these solutions effectively. The unit emphasizes the application of engineering in Earth Science, highlighting its crucial role in understanding and mitigating natural hazards, exploring resources, and monitoring environmental conditions. The engineering design process is elucidated through three significant steps: defining and understanding the problem, developing potential solutions through research and brainstorming, and optimizing the design to make it as effective as possible. Real-world examples, such as designing a dam considering Earth processes and systems or creating wildlife bridges to mitigate the impact of human infrastructure on wildlife, provide tangible insights into the practical application of engineering in Earth Science problem-solving. The unit encourages creative thinking and emphasizes that the engineering design process is not exclusive to engineers, but a universally applicable problem-solving approach that can be employed to address Earth science issues in everyday life.

SOL Standard

ES.1.a.5. Define design problems that involve the development of a process or system with multiple components and criteria

ES.1.b. The student will demonstrate an understanding of scientific and engineering practices by:

planning and carrying out investigations

ES.1.b.2. Plan and conduct investigations to test design solutions in a safe and ethical manner including considerations of environmental, social and personal effects

ES.1.c.4. Use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems

ES.1.c.5. Analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.e.1. Evaluate the merits and limitations of models

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Engineering in Earth Science**	Engineering Design Process Overview	Lesson: Overview of the engineering design process and its application in Earth Science Activity: Introduction to identifying design problems
2	**Earth Science Perspectives on Engineering**	Definition and Importance of Engineering	Lesson: Understanding the role of engineering in Earth Science, its definition, and significance Activity: Video analysis and discussion on Earth Science engineering applications
3	**The Engineering Design Process**	Steps 1 and 2: Defining the Problem, Developing Solutions	Lesson: In-depth exploration of the first two steps in the engineering design process Activity: Case studies and group brainstorming sessions on Earth Science problems
4	**Defining a Design Problem**	Application in Earth Science	Lesson: Understanding how Earth Science problems are defined in the engineering context Activity: Case study analysis of wildlife disruption and brainstorming solutions
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of students' understanding of the engineering design process in Earth Science, including problem-solving and application skills

Unit 3: Scientific Investigations

Unit Overview

In this unit, you will embark on a comprehensive exploration of foundational Earth Science concepts, guided by the overarching learning objective (ES.1). Your journey begins with an immersion into the nature of scientific inquiry, emphasizing the belief that the natural world is comprehensible through the right tools, methodologies, and questions. The unit unfolds with an exploration of evidence-based science, logic, innovation, and the collaborative nature of scientific endeavors. You will delve into the scientific process in action, formulating hypotheses, designing experiments, analyzing results, and understanding the evolution of scientific ideas. The dynamic nature of science is highlighted, reminding aspiring Earth Scientists to question, test, and remain open to evolving truths. Moving forward, the unit navigates through the intricacies of variables, constants, and data representation, elucidating their crucial roles in scientific experiments. The delicate balance of manipulation, observation, consistency, and comparison is emphasized, preparing you to apply these principles in Earth Science contexts. The unit proceeds to unravel the standardized approach to measurement through the International System of Units (SI units), exploring length, volume, mass, gravity, and weight. As you delve into the world of measurement, you will recognize these foundational concepts as essential tools for understanding the Earth's phenomena. Finally, the unit culminates in a profound exploration of density, unraveling its significance in Earth Science. You will learn to calculate density, understand its real-world applications in scenarios such as temperature and pressure influences, and gain insights into specific gravity as a comparative measure. Density emerges as a fundamental concept that equips you to predict the behavior of substances in diverse Earth environments, providing a solid foundation for deeper explorations in Earth Science. Throughout this unit, the integration of scientific principles with real-world applications serves as a guide for your scientific journey, fostering a holistic understanding of Earth's materials and their interactions.

SOL Standard

ES.1.a.1. Ask questions that arise from careful observation of phenomena, examination of a model or theory, or unexpected results, and/or to seek additional information

ES.1.a.2. Determine which questions can be investigated within the scope of the school laboratory or field experience

ES.1.a.3. Generate hypotheses based on research and scientific principles

ES.1.a.4. Make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

ES.1.b.3. Select and use appropriate tools and technology to collect, record, analyze, and evaluate data

ES.1.c. The student will demonstrate an understanding of scientific and engineering practices by:

interpreting, analyzing, and evaluating data

ES.1.c.1. Construct and interpret data tables showing independent and dependent variables, repeated trials, and means

ES.1.c.2. Construct, analyze, and interpret graphical displays of data and consider limitations of data analysis

ES.1.c.3. Apply mathematical concepts and processes to scientific questions

ES.1.c.4. Use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems

ES.1.c.5. Analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution

ES.1.d.1. Make quantitative and/or qualitative claims based on data

ES.1.d.2. Construct and revise explanations based on valid and reliable evidence obtained from a variety of sources, including students' own investigations, models, theories, simulations, and peer review

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.4. Construct arguments or counterarguments based on data and evidence

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**The Nature of Science**	Foundational Concepts of Science	Lesson: Understanding the Evidence-Based, Logical, and Social Nature of Science Activity: Reflection on Scientific Inquiry
2	**Engineering Designing Process**	Comparison with the Scientific Process	Lesson: Exploring the Engineering Design Process Activity: Analyzing the Differences between Engineering Design and Scientific Process
3	**The Scientific Process in Action**	Formulating Hypotheses and Experiment Design	Lesson: Step-by-Step Guide to the Scientific Process Activity: Case Study on Climate Change and Fossil Fuels
4	**Variables, Constants, and Data Representation**	Understanding Variables, Constants, and Controls	Lesson: Variables, Constants, and Controls in Experiments Activity: Independent and Dependent Variables Learning Activity
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Applying Concepts in Earth Science Assessment: Unit Assessment

Unit 4: Mapping the Earth

Unit Overview

In this comprehensive Earth Science unit, you will acquire the skills to interpret various maps, identify key features, and understand Earth's coordinate system. The unit delves into map reading, exploring types such as road maps, topographic maps, and even celestial maps like star charts. Understanding Earth's coordinate system, including latitude and longitude, is a focal point, aiding in precise location pinpointing. The lesson covers essential map features like the compass rose, legend, and map scale, ensuring a comprehensive grasp of reading maps effectively. The unit also explores the fascinating realm of topographic maps, using contour lines to depict landscape relief. Lastly, you will delve into the application and limitations of GPS technology, gaining insights into its role in navigation scenarios. This unit equips you with fundamental tools for geographical exploration and instills a greater appreciation for Earth's vast and intricate landscapes.

SOL Standard

ES.1.c.4. Use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.e.1. Evaluate the merits and limitations of models

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.e.4. Read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Maps**	Types of Maps	Lesson: Understanding the Purpose and Types of Maps Activity: Exploring Different Maps
2	**Earth's Coordinate System**	Latitude and Longitude	Lesson: Grasping Earth's Coordinate Grid Activity: Latitude and Longitude Learning Activity
3	**Map Features and Reading**	Key Features on Maps	Lesson: Decoding Maps - Compass Rose, Legend, Map Scale Activity: Reading Maps Exercise
4	**Topographic Maps**	Understanding Relief and Contour Lines	Lesson: Unraveling Landscape Relief with Topographic Maps Activity: Interpreting Contour Lines
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Culminating Activity: Applying Map Reading and GPS Skills Assessment: Unit Assessment

Unit 5: Minerals

Unit Overview

In this Earth Science unit, you will develop a comprehensive understanding of minerals, their characteristics, and the processes through which they form. The learning objective encompasses defining minerals, recognizing their key attributes, and categorizing them based on composition. Through engaging multimedia resources, including videos and interactive activities, you will explore the origin, structure, and classification of minerals. The unit begins by defining minerals with specific criteria such as being naturally made, solid, having a crystal structure, a specific chemical makeup, and usually being inorganic. The major processes of mineral formation, including crystallization from magma, precipitation, changes in pressure and temperature, and formation from hydrothermal solutions, are explored in detail. The unit concludes with an exploration of how minerals are grouped, covering categories like silicates, oxides, sulfides, carbonates, halides, sulfates, and native elements. Throughout the unit, real-world examples and connections are emphasized, enhancing your ability to apply mineral knowledge to everyday scenarios.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.4.a. Analysis of physical and chemical properties supports mineral identification;

ES.4.b. Characteristics of minerals determine the uses of minerals;

ES.4.c. Minerals originate and are formed in specific ways.

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Minerals**	Defining Minerals	Lesson: Understanding the Characteristics of Minerals Activity: Exploring Examples of Minerals
2	**Major Processes of Mineral Formation**	Mineral Formation Processes	Lesson: Exploring How Earth Cooks Up Its Minerals Activity: Investigating Crystallization, Precipitation, Pressure and Temperature Changes, and Hydrothermal Solutions
3	**How Minerals Are Grouped**	Grouping Minerals Based on Composition	Lesson: Categorizing Minerals - Silicates, Oxides, Sulfides, Carbonates, Halides, Sulfates, Native Elements Activity: Classifying Minerals Exercise
4	**Multimedia Exploration**	Engaging with Multimedia Resources	Lesson: Interactive Exploration of Minerals Through Videos and Activities Activity: Virtual Lab on Mineral Identification
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Culminating Activity: Applying Mineral Knowledge Assessment: Unit Assessment

Unit 6: Properties of Minerals

Unit Overview

The unit on Properties of Minerals aims to equip learners with the ability to identify and describe key mineral properties, such as hardness, color, streak, luster, crystal form, cleavage, and fracture. As the journey into the world of minerals unfolds, you'll explore the Mohs Scale to understand hardness, recognize the influence of impurities on color variability, conduct streak tests to determine powdered mineral color, and classify luster into metallic and non-metallic types. The significance of crystal form, cleavage, and fracture in mineral identification will be emphasized. Additionally, unique properties like magnetism, radioactivity, taste, effervescence, and double refraction will be covered. Engaging with multimedia resources, including videos and interactive activities, you'll gain a comprehensive understanding of these properties. The unit culminates with a learning activity, further solidifying your grasp of mineral properties and their practical application in mineral identification.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.4.a. Analysis of physical and chemical properties supports mineral identification;

ES.4.b. Characteristics of minerals determine the uses of minerals;

ES.4.c. Minerals originate and are formed in specific ways.

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Minerals**	Definition and Characteristics	Lesson: Understand what minerals are and their basic characteristics. Activity: Engage in a discussion about common misconceptions about minerals.
2	**Properties of Minerals - Part 1**	Hardness, Color, and Streak	Lesson: Explore the Mohs Scale, color variations in minerals, and the significance of streak tests. Activity: Conduct a hands-on streak test and classify minerals based on hardness.
3	**Properties of Minerals - Part 2**	Luster, Crystal Form, and Cleavage	Lesson: Examine how minerals reflect light, crystal formations, and cleavage properties. Activity: Identify minerals based on luster, crystal forms, and cleavage patterns.
4	**Properties of Minerals - Part 3**	Fracture and Unique Properties	Lesson: Understand mineral fracture types and explore unique properties like magnetism and radioactivity. Activity: Conduct experiments to observe mineral fractures and identify minerals with unique properties.
5	**Unit Assessment**	Synthesis of Unit Concepts and Practical Application	Assessment: Evaluate students' understanding by having them identify and describe minerals based on the learned properties. Discuss real-world scenarios where minerals are crucial and their impact on various industries.

Unit 7: The Rock Cycle

Unit Overview

The overarching goal of this unit is to equip you with the ability to distinguish and categorize the three main rock types—igneous, sedimentary, and metamorphic. Throughout the lessons, you'll unravel the processes orchestrating the formation and transformation of rocks, traversing the intriguing realm of the rock cycle. Igneous rocks, born from molten rock cooling and solidifying, showcase diverse textures and appearances. Sedimentary rocks, rich in historical narratives, disclose clues about Earth's past through layers formed by weathering, erosion, and sedimentation. Metamorphic rocks, molded by intense heat and pressure, boast unique patterns. The unit culminates with an exploration of the dynamic rock cycle, a continuous geological ballet where rocks perpetually shift between forms. By grasping these concepts, you'll comprehend the ever-changing nature of our planet's geology. Engaging in activities and videos, you'll witness firsthand the forces shaping and reshaping the Earth's rocky landscape.

SOL Standard

ES.1.c.4. Use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or

ES.1.e.1. Evaluate the merits and limitations of models

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.c. Layers of Earth have rocks with specific chemical and physical properties;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

Day	Section	Key Concept	Lesson/Activity
1	**How Do Rocks Form?**	Types of Rocks and How They Form	Lesson: Introduction to the three main types of rocks (igneous, sedimentary, and metamorphic). Activity: Rock identification.
2	**Igneous Rocks**	Formation of Igneous Rocks	Lesson: Understanding how igneous rocks are formed and their characteristics. Activity: Examining samples of igneous rocks.
3	**Sedimentary Rocks**	Clues from Sedimentary Rocks	Lesson: Exploring the formation of sedimentary rocks and their significance. Activity: Analyzing sedimentary rock specimens.
4	**Metamorphic Rocks**	Transformations in Metamorphic Rocks	Lesson: Examining the processes leading to the formation of metamorphic rocks. Activity: Identifying metamorphic rock samples.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate the understanding of rock types, formation processes, and the rock cycle through a comprehensive unit assessment.

Unit 8: Igneous Rock

Unit Overview

In this unit on igneous rocks, the learning objective is to enable students to identify and distinguish the main types of igneous rocks based on their texture and composition, comprehending the processes underlying their formation – whether through slow cooling as intrusive rocks beneath the Earth's surface or rapid cooling as extrusive rocks at the surface. Students will gain an understanding of significant rock textures such as coarse-grained, fine-grained, glassy, and porphyritic, and how these textures correlate with the cooling history and environmental conditions of magma or lava. The unit delves into the formation of igneous rocks, exploring the three primary ways magma is created: rising temperature, declining pressure, and the presence of fluids. It further examines the classifications of igneous rocks, distinguishing between intrusive (e.g., granite) and extrusive (e.g., rhyolite) rocks, and provides insights into the composition and texture-based classifications, from granitic and basaltic to andesitic rocks. The unit emphasizes a holistic understanding of igneous rocks through a variety of activities and assessments.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.b. The rock cycle models the transformation of rocks;

ES.5.c. Layers of Earth have rocks with specific chemical and physical properties;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Igneous Rocks**	Types and Formation of Igneous Rocks	Lesson: Overview of igneous rocks and their formation. Activity: Introduction to rock identification.
2	**Magma and Its Creation**	Processes of Magma Formation	Lesson: Understanding the three primary ways magma is created. Activity: Video on magma formation.
3	**Crystallization of Magma**	Emergence of Mineral Crystals	Lesson: Exploring the crystallization process as magma cools. Activity: Analogies between water freezing and magma cooling.
4	**Formation of Igneous Rocks**	Intrusive and Extrusive Rocks	Lesson: Discussion on intrusive and extrusive igneous rocks. Activity: Examples and characteristics of each type.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of igneous rock concepts, textures, and classifications.

Unit 9: Sedimentary Rock

Unit Overview

In this unit on sedimentary rocks, the learning objective is to enable students to identify and describe key features of sedimentary rocks, comprehend their formation processes, and interpret the historical and environmental clues embedded in these rocks. By the end of the unit, students will recognize the significance of strata, fossils, ripple marks, and mud cracks as indicators of past Earth conditions and events. The formation of sedimentary rocks is explored, emphasizing the accumulation and cementation of mineral and organic particles through weathering and erosion processes. The lesson covers clastic, chemical, and biochemical sedimentary rocks, with a focus on their classification and the unique stories they tell about Earth's history. The features of sedimentary rocks, including strata, fossils, ripple marks, and mud cracks, serve as valuable clues, and students engage in learning activities to reinforce their understanding of these features.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.b. The rock cycle models the transformation of rocks;

ES.5.c. Layers of Earth have rocks with specific chemical and physical properties;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.9. The student will investigate and understand that many aspects of the history and evolution of Earth and life can be inferred by studying rocks and fossils. Key ideas include:

ES.9.a. Traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;

ES.9.b. Superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;

ES.9.c. Absolute (radiometric) and relative dating have different applications but can be used together to determine the age

ES.9.d. Rocks and fossils from many different geologic periods and epochs are found in Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Formation of Sedimentary Rocks**	Sedimentary rocks and their formation processes	Lesson: Explore the formation of sedimentary rocks, emphasizing the accumulation and cementation of mineral and organic particles. Activity: Engage in a discussion on the rock cycle and sedimentary rock formation.
2	**Clastic Rocks**	Weathering, Erosion, and Deposition	Lesson: Understand the processes of weathering, erosion, and deposition. Activity: Participate in a learning activity on mechanical weathering, focusing on the effects of chemical and physical weathering.
3	**Compaction and Cementation**	Compaction and cementation	Lesson: Explore the concepts of compaction and cementation in the transformation of loose sediments into solid rock. Activity: Watch a video on sedimentary rock formation to enhance understanding.
4	**Classification of Sedimentary Rocks**	Categorization based on formation process	Lesson: Learn about the classification of sedimentary rocks into clastic, chemical, and biochemical types. Activity: Engage in a learning activity on the classification of sedimentary rocks, focusing on clastic rocks.
5	**Assessment**	Synthesis of Unit Concepts	Description: Summarize the unit's key concepts and engage in a synthesis activity to reinforce understanding. Assessment: Evaluate the comprehension of sedimentary rock features, formation processes, and classification through an assessment.

Unit 10: Metamorphic Rock

Unit Overview

The lesson on metamorphic rocks aims to provide an understanding of the transformative processes rocks undergo due to heat and pressure beneath the Earth's surface. The learning objective encompasses exploring metamorphism processes, differentiating between foliated and non-foliated metamorphic rocks, and recognizing the significance of mineral alignment and recrystallization in shaping rock characteristics. The lesson outlines the changes that occur in existing rocks, such as those from the ground or volcanic rocks, as a result of heat and pressure, forming new patterns and structures. Two main types of metamorphism, contact and regional, are explained, emphasizing their occurrence deep within the Earth's crust. The role of metamorphic agents, including heat, pressure, and fluids, is discussed, shedding light on how they contribute to the transformation of rocks. The lesson concludes with the classification of metamorphic rocks based on texture, distinguishing between foliated rocks, characterized by layering or bands, and non-foliated rocks, which lack such features. The importance of texture in classification is exemplified through various rock types like slate, phyllite, schist, gneiss, quartzite, and anthracite. Videos and learning activities supplement the content, enhancing the overall comprehension of metamorphic rock formation.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.b. The rock cycle models the transformation of rocks;

ES.5.c. Layers of Earth have rocks with specific chemical and physical properties;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Metamorphic Rocks**	Metamorphic Rock Formation	Lesson: Understanding how rocks transform under heat and pressure. Activity: Exploration of processes and differences between foliated and non-foliated metamorphic rocks.
2	**Metamorphism Processes**	Contact vs. Regional Metamorphism	Lesson: Explanation of contact and regional metamorphism. Activity: Learning about the effects of heat and pressure on rocks.
3	**Agents of Metamorphism**	Heat, Pressure, and Fluids	Lesson: Understanding the role of metamorphic agents in the transformation process. Activity: Exploration of videos on the effects of heat and pressure on rocks.
4	**Classification of Metamorphic Rocks**	Foliated and Non-foliated Rocks	Lesson: Introduction to the classification based on texture. Activity: Watching videos on foliated and non-foliated metamorphic rocks.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Activities synthesizing knowledge on metamorphic rock formation, agents, and classification.

Unit 11: The Balance and Impact of Natural Resources

Unit Overview

In this unit, the learning objective is to equip students with the ability to distinguish between renewable and non-renewable resources, comprehend their distribution and usage patterns in Virginia, and articulate the environmental and economic implications of their consumption. The unit provides a comprehensive understanding of sustainable resource management through theoretical knowledge and real-world examples, empowering students to make informed decisions and advocate for responsible usage in their communities. The lessons cover the classification of natural resources into renewable and non-renewable categories, emphasizing the significance of sustainability. Additionally, the unit explores the impact of global resource utilization, addressing both the environmental liabilities, such as deforestation and pollution, and the benefits, including technological advancement, resource sharing, conservation initiatives, and sustainable practices. The unit concludes by highlighting the importance of considering resource availability, renewal rates, and economic impacts in making responsible choices to ensure a better and more sustainable future for everyone.

SOL Standard

BIO.8.d. Natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.b. Availability, renewal rates, and economic effects are considerations when using resources;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

ES.6.d. All energy sources have environmental and economic effects.

ES.11.b. Biologic and geologic interactions over long and short time spans change the atmospheric composition;

ES.11.c. Natural events and human actions may stress atmospheric regulation mechanisms;

ES.11.d. Human actions, including economic and policy decisions, affect the atmosphere.

Day	Section	Key Concept	Lesson/Activity
1	**Natural Resources**	Importance and Types of Natural Resources	Lesson: Introduction to natural resources and their significance in daily life. Activity: Exploring common products and identifying the natural resources they contain.
2	**Renewable vs. Non-renewable Resources**	Differentiation and Examples	Lesson: Understanding the distinction between renewable and non-renewable resources. Activity: Classifying resources into renewable and non-renewable categories.
3	**Energy Sources in the U.S.**	U.S. Energy Consumption Patterns	Lesson: Analyzing the percentage of renewable and non-renewable energy sources used in the United States. Activity: Creating a circle graph depicting energy consumption patterns.
4	**Global Resource Utilization**	Environmental Liabilities and Benefits	Lesson: Investigating the environmental impacts of global resource utilization. Activity: Researching and presenting case studies on deforestation, pollution, over-exploitation, and waste.
5	**Unit Assessment**	Application of Knowledge	Assessment: Students will demonstrate their understanding of renewable and non-renewable resources, energy consumption, and environmental impacts through a written or practical assessment.

Unit 12: Virginia Resources

Unit Overview

In this comprehensive unit on Virginia's natural resources, the overarching learning objective is to develop a profound understanding of the significance and diversity of the state's resources. The unit employs multimedia tools, including an introductory video, to guide learners through an exploration of the delicate balance between Virginia's economic growth and environmental protection. The curriculum spans various key resources, such as energy, construction materials, electronics, advanced metallurgy, and building materials, unraveling their roles in shaping Virginia's landscape and influencing economic prosperity. The lessons delve into the historical reliance on nonrenewable energy sources, the environmental and sustainability concerns associated with fossil fuels and fracking, and the challenges and benefits of transitioning to renewable energy. Throughout, the focus is on fostering a well-rounded perspective to encourage future advocacy and informed decision-making, aligning with the unit's broader objective of promoting resource sustainability and its implications for Virginia's well-being.

SOL Standard

BIO.8.d. Natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.b. Availability, renewal rates, and economic effects are considerations when using resources;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

ES.6.d. All energy sources have environmental and economic effects.

ES.11.b. Biologic and geologic interactions over long and short time spans change the atmospheric composition;

ES.11.c. Natural events and human actions may stress atmospheric regulation mechanisms;

ES.11.d. Human actions, including economic and policy decisions, affect the atmosphere.

ES.12.e. Changes in the atmosphere and the oceans due to natural and human activity affect global climate.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Virginia's Resources**	Significance and Diversity of Virginia's Natural Resources	Lesson: Overview of Virginia's Resource Landscape Activity: Multimedia Exploration
2	**Energy Resources in Virginia**	Historical Roots and Environmental Impact	Lesson: Virginia's Historical Energy Reliance Activity: Video on Non-Renewable Energy
3	**Construction Materials**	Foundation of Infrastructure	Lesson: Importance of Gravel and Crushed Stone Activity: Quarrying Process
4	**Electronics and Advanced Metallurgy**	Virginia's Role in Tech Industries	Lesson: Silicon in Electronics and Advanced Metallurgy Activity: Video on Extraction of Metals
5	**Building Material and Unit Assessment**	Limestone's Contribution and Resource Management Synthesis	Lesson: Limestone in Construction Activity: Unit Assessment and Reflection

Unit 13: Understanding Tectonic Plate Dynamics

Unit Overview

In this comprehensive lesson, the learning objective is to equip students with a profound understanding of the foundational principles of plate tectonics. By delving into the significance of tectonic plates and their intricate interactions, students will trace the historical development of the continental drift theory proposed by Alfred Wegener. Utilizing multimedia resources, including videos on drifting continents and convection currents, learners will visualize the mechanics of plate movements. The lesson explores the evidence supporting continental drift, examining fossils' distribution and the alignment of mountain ranges across continents. The intricate dance of tectonic plates beneath the ocean's surface, leading to the formation of trenches and ridges, is explored, providing a dynamic record of Earth's geologic processes. Ultimately, students will gain a holistic understanding of the Earth's layered structure, the dynamics of the asthenosphere driven by convection currents, and the profound impact of plate tectonics on our planet's past, present, and future.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.7.a. Convection currents in Earth’s interior lead to the movement of plates and influence the distribution of materials in Earth’s layers, and may impact the magnetic field;

ES.7.b. Features and processes occur within plates and at plate boundaries;

ES.7.c. Interaction between tectonic plates causes the development of mountain ranges and ocean basins;

ES.7.d. Evidence of geologic processes is found in Virginia's geologic landscape.

ES.9.a. Traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;

ES.10.a. Chemical, biological, and physical changes affect the oceans;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

ES.10.d. Features of the sea floor reflect tectonic and other geological processes;

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Tectonic Plates**	Tectonic plates and their motion	Lesson: Overview of tectonic plates and their significance. Activity: Interactive map exploration of plate boundaries and their effects.
2	**The Story of Pangea and Continental Drift**	Continental drift theory and Pangea	Lesson: Historical development of continental drift theory. Activity: Watching a video on "Drifting Continents" and discussing Wegener's contributions.
3	**Evidence in Fossils and Rock Formations**	Fossils and rock formations supporting continental drift	Lesson: Examining fossil distribution and rock alignment as evidence. Activity: Analyzing maps and diagrams showcasing fossil patterns and mountain range alignment.
4	**Plates Shape Earth's Surface**	Earth's crust segmentation and plate tectonics	Lesson: Understanding the Earth's lithosphere and asthenosphere. Activity: Mapping Earth's tectonic plates and discussing geological phenomena at plate boundaries.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Final evaluation summarizing key concepts learned throughout the unit.

Unit 14: The Theory of Plate Tectonics

Unit Overview

In this unit on The Theory of Plate Tectonics, the learning objective is to enable students to recognize the fundamental components and processes associated with Earth's tectonic plates. By comprehending the structure, movement mechanisms, and various types of plate boundaries, students will gain insights into the dynamic nature of plate interactions and their profound geological consequences. Through engaging resources such as interactive videos, illustrations, and hands-on activities, the unit aims to provide a holistic understanding of the forces shaping our planet, from the creation of new ocean floors at divergent boundaries to the transformative effects of convergent boundaries, including subduction and mountain formation. The significance of transform fault boundaries, exemplified by the San Andreas Fault, will also be explored, emphasizing the continuous and impactful nature of plate movements.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.7.a. Convection currents in Earth’s interior lead to the movement of plates and influence the distribution of materials in Earth’s layers, and may impact the magnetic field;

ES.7.b. Features and processes occur within plates and at plate boundaries;

ES.7.c. Interaction between tectonic plates causes the development of mountain ranges and ocean basins;

ES.10.a. Chemical, biological, and physical changes affect the oceans;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

ES.10.d. Features of the sea floor reflect tectonic and other geological processes;

Day	Section	Key Concept	Lesson/Activity
1	**Earth's Plates and Their Movement**	Plate Tectonics and Mantle Convection	Lesson: Understanding the Earth's lithosphere and the role of convection currents in the mantle. Activity: Watching a video on "Plate Tectonics" to visualize plate movements.
2	**Why Do Plates Move?**	Plate Movement Mechanisms	Lesson: Exploring the reasons behind plate movements and the impact of convection currents. Activity: Discussing the speed of plate movements and their consequences.
3	**Understanding Plate Boundaries**	Types of Plate Boundaries	Lesson: Introducing plate boundaries - divergent, convergent, and transform fault. Activity: Classifying examples of plate boundaries and their interactions.
4	**Divergent Boundaries**	Formation of Ocean Floor	Lesson: Explaining divergent boundaries and sea-floor spreading. Activity: Engaging in a learning activity on "Tectonic Plates."
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating student comprehension of key concepts through a written or practical assessment. Discussion: Reviewing and discussing assessment outcomes.

Unit 15: Mountains, Earthquakes, and Volcanoes

Unit Overview

In this unit, students will develop a comprehensive understanding of geological processes shaping the Earth, with a specific focus on mountain formation, earthquake activity, and volcanic phenomena. Through interactive videos and visual aids, students will explore the dynamic nature of tectonic plate movements, studying various mountain types such as folded, fault-block, and dome mountains. The lesson also delves into the geological history of Virginia, emphasizing the Blue Ridge Mountains and the Valley and Ridge Province. The unit further explores earthquake mechanics, including seismic waves, fault types, and measurement scales like Richter and Mercalli. Finally, students will gain insights into the formation, anatomy, and types of volcanoes, examining their connections to plate boundaries and hotspots. The overarching goal is to provide a foundation for understanding the dynamic processes shaping the planet and their implications for natural resources, earthquake-prone areas, and the Earth's evolutionary history.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.e.4. Read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.7.a. Convection currents in Earth's interior lead to the movement of plates and influence the distribution of materials in Earth's layers, and may impact the magnetic field;

ES.7.b. Features and processes occur within plates and at plate boundaries;

ES.7.c. Interaction between tectonic plates causes the development of mountain ranges and ocean basins;

ES.7.d. Evidence of geologic processes is found in Virginia's geologic landscape.

Day	Section	Key Concept	Lesson/Activity
1	**Mountain Formation**	Tectonic Plate Movements and Folds	Lesson: Introduction to Tectonic Plates and Mountain Formation Activity: Watching "Mountain Building" animation
2	**Mountain Types: Folded Mountains**	Formation and Examples	Lesson: Folded Mountains - Formation and Examples Activity: Exploring fold types (syncline, anticline, monocline)
3	**Mountain Types: Fault-Block**	Formation and Examples	Lesson: Fault-Block Mountains - Formation and Examples Activity: Examining tilted block mountains and lifted mountains
4	**Mountain Types: Dome Mountains**	Formation and Examples	Lesson: Dome Mountains - Formation and Examples Activity: Understanding dome mountain formation and erosion
5	**Assessment**	Synthesis of Unit Concepts	Description: Assessing understanding of mountain formation concepts and their geological significance

Unit 16: Weathering and Soil

Unit Overview

In this comprehensive unit on weathering and soil, the learning objective is to equip students with the knowledge to explain the weathering processes shaping Virginia's landscapes. By distinguishing between physical, biological, and chemical weathering, students will delve into the intricate mechanisms that transform solid rocks into sand and contribute to the formation of diverse terrains. The unit further explores the composition and development of soil, unraveling the significance of each layer in a soil profile. From the forces of ice wedging in the Shenandoah Valley to the slow yet powerful impact of tree roots in the Blue Ridge Mountains, the lessons unfold with vivid examples from Virginia's natural wonders. The exploration extends to Luray Caverns, highlighting the wonders of chemical weathering. The unit concludes with a focus on soil, demystifying its components, development, and the distinctive horizons within the soil profile. Through engaging videos and real-world examples, students will gain a profound understanding of the forces shaping Earth's surfaces and the dynamic interplay between geology and biology.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Weathering**	What is Weathering?	Lesson: Introduction to weathering processes. Activity: Watch the video on "What is Weathering?"
2	**Types of Weathering**	Physical Weathering	Lesson: Explore physical weathering, focusing on ice wedging, abrasion, exfoliation, and water friction.
3	**Biological Weathering**	Life's Impact on Environment	Lesson: Examine biological weathering, covering tree roots, lichens, mosses, burrowing animals, and human activities. Activity: Identify examples of biological weathering in local surroundings.
4	**Chemical Weathering**	Transformative Chemical Processes	Lesson: Investigate chemical weathering, emphasizing hydrolysis, carbonation, and oxidation. Activity: Discuss examples of chemical weathering in various landscapes.
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of weathering processes, soil composition, and development.

Unit 17: Weathering, Erosion, and Deposition

Unit Overview

This unit provides a comprehensive exploration of the dynamic processes of weathering, erosion, and deposition that continuously shape Earth's surface. The learning objective emphasizes understanding the factors influencing the rates and impacts of these processes. The unit delves into the distinct phenomena of weathering, where rocks break down physically and chemically due to water, air, and living organisms, and erosion, which involves the movement of these weathered materials by various forces such as water, wind, and ice. Deposition, as the final step, is examined, elucidating how transported materials settle in new locations. The lesson distinguishes weathering from erosion, emphasizing their collaborative nature in reshaping landscapes. Engaging examples, from the formation of the Natural Bridge in Virginia to the historical impact of erosion on colonial farming, highlight the significance of these processes in both rapid events and slow evolutions throughout Earth's geological timeline. The unit aims to foster a deep understanding of the intricate interplay between natural forces, providing a foundation for comprehending Earth's ever-changing face.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.5.d. Plate tectonic and surface processes transform Earth materials.

ES.7.d. Evidence of geologic processes is found in Virginia’s geologic landscape.

ES.8.a. Water influences geologic processes including soil development and karst topography;

Day	Section	Key Concept	Lesson/Activity
1	**Weathering, Erosion, and Deposition**	Introduction to Weathering and Erosion	Lesson: Understanding the processes of weathering, erosion, and deposition. Activity: Watch video on "Weathering, Erosion, and Deposition."
2	**What is Weathering?**	Causes and Types of Weathering	Lesson: Exploring the causes of weathering, including water, ice, wind, and living organisms. Activity: Discussing examples of weathered rocks and formations.
3	**What is Erosion?**	Forces causing Erosion	Lesson: Understanding the nature of erosion caused by gravity, wind, water, and glaciers. Activity: Analyzing the effects of erosion, such as landslides and sand dunes.
4	**What is Deposition?**	The Final Step in Earth's Processes	Lesson: Exploring the concept of deposition as the settling down of weathered and eroded materials. Activity: Discussing deposition processes by water, wind, and gravity.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Conducting a unit assessment or engaging in activities synthesizing the concepts of weathering, erosion, and deposition.

Unit 18: Earth Science: Test #1

Unit Overview

The assessment review covers a comprehensive range of topics within Earth Science, providing a holistic understanding of Earth's materials, systems, and dynamic processes. Starting with an introduction to Earth Science, the review delves into minerals and rocks, elucidating their properties and the rock cycle, including igneous, sedimentary, and metamorphic rocks. It further explores Earth's materials and systems, encompassing energy and mineral resources, alternative energy sources, and the management of water, air, and land resources. The review also scrutinizes the processes of weathering and soil formation, with a specific focus on deserts and landscapes shaped by wind. Moving on to geological phenomena, it delves into earthquakes, elucidating their nature, measurement, hazards, and the Earth's layered structure. The discussion extends to plate tectonics, covering continental drift, sea-floor spreading, the theory of plate tectonics, and mechanisms of plate motion. Volcanoes and mountains are explored in detail, emphasizing their connection to plate tectonics, the nature of volcanic eruptions, intrusive igneous activity, and the forces shaping Earth's crust. Overall, this assessment review provides a comprehensive and interactive study guide, fostering effective test preparation by examining key Earth Science concepts and their interconnectedness.

SOL Standard

All SOL standards covered in units 1 to 17 will be present in unit 18 and on Earth Science: Test #1.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Earth Science**	What is Earth Science?	Lesson: Explore the fundamentals of Earth Science, its scope, and significance. Activity: Engage in introductory discussions and interactive exercises.

2	**Minerals**	Properties of Minerals	Lesson: Investigate the characteristics and classifications of minerals. Activity: Hands-on exploration of mineral properties and identification techniques.
3	**Rocks**	The Rock Cycle	Lesson: Examine the processes involved in the rock cycle, emphasizing Igneous, Sedimentary, and Metamorphic Rocks. Activity: Rock cycle simulation and analysis.
4	**Earth's Materials and Systems**	Energy and Mineral Resources	Lesson: Understand Earth's resources, focusing on energy and minerals. Activity: Case studies and discussions on resource management and conservation.
5	**Unit Assessment**	Synthesis of Unit Concepts or Other Concept	Description: Administer a comprehensive test covering key concepts from all sections. Assess students' understanding and application of Earth Science principles.

Unit 19: Understanding Earth's Water System

Unit Overview

In this comprehensive lesson, the learning objective revolves around providing a thorough understanding of the water cycle, covering essential processes such as evaporation, transpiration, condensation, and precipitation. The significance of Earth's water, both saline and freshwater, is explored within the context of Virginia's history, emphasizing the critical role water plays in sustaining life and influencing socio-economic development. The distinction between saltwater and freshwater ecosystems is vividly presented, underscoring their ecological importance. The limited availability of freshwater, comprising only 3% of Earth's total water, prompts a discussion on its uneven distribution and the challenges associated with its preservation. The lesson delves into the intricate dynamics of the water cycle, illustrating key elements through simplified models. Furthermore, it highlights the interrelation between the water cycle, weather patterns, and climate changes, emphasizing the impact of global factors such as temperature rise on evaporation rates and precipitation patterns. Throughout the lesson, the need for responsible water usage and conservation is underscored, emphasizing the importance of recognizing and safeguarding Earth's precious water resources for the well-being of the planet and its inhabitants.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

ES.6.d. All energy sources have environmental and economic effects.

ES.8.b. The nature of materials in the subsurface affect the water table and future availability of fresh water;

ES.8.c. Weather and human usage affect freshwater resources, including water locations, quality, and supply;

ES.8.d. Stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

ES.10.a. Chemical, biological, and physical changes affect the oceans;

Day	Section	Key Concept	Lesson/Activity
1	**Earth's Water**	Water's Significance and Types	Lesson: Explore the significance of water and its types. Activity: Differentiate between saline and freshwater ecosystems.
2	**Salt Water: The Vast Oceans and Ecosystems**	Characteristics and Life in Saltwater Habitats	Lesson: Dive into the characteristics of saltwater ecosystems. Activity: Visualize marine life through videos and images.
3	**Fresh Water: Earth's Thirst Quencher**	Importance in Daily Life and Agriculture	Lesson: Understand the importance of freshwater in daily life and agriculture. Activity: Explore agricultural dependence on freshwater.
4	**Salt and Fresh Water**	Interconversion and Earth's Water Cycle	Lesson: Investigate the interconversion between salt and freshwater in the water cycle. Activity: Explore the movement of water on Earth
5	**Unit Assessment**	Synthesis of Unit Concepts or Other Concept	Assessment: Evaluate understanding of key concepts and synthesis. Activities: Review unit concepts and address any questions.

Unit 20: Protecting Earth's Natural Resources

Unit Overview

In this comprehensive unit, the learning objective is to understand the vital importance of safeguarding Earth's natural resources. The unit unfolds in three interconnected lessons. First, "Groundwater Guardians" delves into the unseen yet critical world of groundwater, emphasizing its role in sustaining life and the various threats it faces, including pollution and over-extraction. The second lesson, "How We Utilize Natural Resources," examines the everyday incorporation of natural resources into our lives, shedding light on their diverse applications and potential environmental impacts. Finally, "Preserving Earth’s Resources and Environment" implores individuals and communities to adopt responsible habits, advocating for conservation through the three Rs—Reduce, Reuse, Recycle. The unit concludes with a call to action, emphasizing the collective responsibility to make conservation an inherent part of daily life for the well-being of the planet.

SOL Standard

BIO.4.c. The structures and functions can be compared;

BIO.4.d. Bacteria and viruses have a role in other organisms and the environment;

BIO.6.d. Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;

BIO.6.e. The functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms;

BIO.8.d. Natural events and human activities influence local and global ecosystems and may affect the flora and fauna of

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.b. Availability, renewal rates, and economic effects are considerations when using resources;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

ES.6.d. All energy sources have environmental and economic effects.

ES.8.b. The nature of materials in the subsurface affect the water table and future availability of fresh water;

ES.8.d. Stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

ES.10.e. Human actions, including economic and public policy issues, affect oceans and the coastal zone including the Chesapeake Bay.

Day	Section	Key Concept	Lesson/Activity
1	**Earth's Water**	Water's Significance and Types	Lesson: Explore the significance of water and its types. Activity: Differentiate between saline and freshwater ecosystems.
2	**Salt Water: The Vast Oceans and Ecosystems**	Characteristics and Life in Saltwater Habitats	Lesson: Dive into the characteristics of saltwater ecosystems. Activity: Visualize marine life through videos and images
3	**Fresh Water: Earth's Thirst Quencher**	Importance in Daily Life and Agriculture	Lesson: Understand the importance of freshwater in daily life and agriculture. Activity: Explore agricultural dependence on freshwater.
4	**Salt and Fresh Water**	Interconversion and Earth's Water Cycle	Lesson: Investigate the interconversion between salt and freshwater in the water cycle. Activity: Explore the movement of water on Earth.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding of key concepts and synthesis. Activities: Review unit concepts and address any questions

Unit 21: Fossils

Unit Overview

In this unit on geology, the overarching goal is to equip learners with the ability to distinguish between relative and absolute dating methods used in geology, emphasizing the core principles and processes guiding each approach. The exploration begins with a captivating journey into the world of fossils, portraying them as nature's storytellers encapsulating millions of years within rocks. The lesson elucidates various types of fossils, shedding light on their formation and showcasing the diverse tales they unveil. Further, the unit explores the fossil record, presenting it as a systematic archive of life that chronicles Earth's biological history, depicting the progression and evolution of organisms over time. The focus then shifts to relative dating, likened to a detective's tool in geology, utilizing principles such as horizontality, superposition, cross-cutting relationships, and unconformities to establish a sequence of events. The unit culminates in the realm of absolute dating, delving into the fascinating world of radioactive decay and its application in methods like Carbon-14 and Uranium-Lead dating, enabling scientists to assign specific timeframes to geological events. Through a combination of engaging visuals, explanatory videos, and interactive learning activities, the unit aims to provide a comprehensive understanding of geologic dating techniques.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.5.a. Earth materials are finite and are transformed over time;

ES.9.a. Traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;

ES.9.b. Superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;

ES.9.c. Absolute (radiometric) and relative dating have different applications but can be used together to determine the age of rocks and structures;

ES.9.d. Rocks and fossils from many different geologic periods and epochs are found in Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Fossils**	Introduction to Fossils	Lesson: Understanding the concept of fossils as preserved evidence of ancient life within rocks. Activity: Exploring various types of fossils, including molds, casts, petrified remains, carbon films, original remains, and trace fossils.
2	**Fossils**	Unveiling Earth's History with Fossils	Lesson: Exploring where fossils are found, particularly in sedimentary rocks, and their role as time markers. Activity: Watching videos on fossils in sedimentary rock and the significance of index fossils.
3	**Understanding the Fossil Record**	Decoding Earth's Biological History	Lesson: Understanding the fossil record as a systematic archive capturing the evolution of life on Earth. Activity: Exploring an illustration of fossils in rock layers to comprehend the chronological story they tell.
4	**Relative Dating**	Piecing Together Earth's Story with Layers	Lesson: Introduction to relative dating principles (Horizontality, Superposition, Cross-Cutting Relationships, Included Fragments, Unconformities) as tools to decipher Earth's geological history. Activity: Watching a video on relative dating.
5	**Assessment**	Synthesis of Unit Concepts	Description: Engage in assessment activities to demonstrate understanding of relative and absolute dating methods, fossil concepts, and geological principles.

Unit 22: Geological Time Scale

Unit Overview

In this comprehensive unit, the learning objective is to enable a deep understanding of the hierarchical structure of geologic time, encompassing eons, eras, periods, and epochs. Students will explore how significant events, such as the Cambrian explosion, the Great Dying, and the Great Ice Age, have shaped the geologic time scale. The unit delves into the evidence of Earth's history etched in rock strata, illustrating sedimentary, igneous, and metamorphic rock formation. The lesson covers relative dating of rock layers, explaining the principals involved and the potential disruptions caused by geological events. The role of fossils, particularly index fossils, in establishing relative dating frameworks is highlighted. The unit culminates in an exploration of the geological time scale, unraveling Earth's extensive history through eons, eras, periods, and epochs, emphasizing that seemingly distant events on the human timescale are relatively recent in the broader context of Earth's chronology.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.9.a. Traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;

ES.9.b. Superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;

ES.9.c. Absolute (radiometric) and relative dating have different applications but can be used together to determine the age of rocks and structures;

ES.9.d. Rocks and fossils from many different geologic periods and epochs are found in Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Geologic Time**	Comprehending the Geologic Time Hierarchy	Lesson: Understand the hierarchical structure of geologic time, including eons, eras, periods, and epochs. Activity: Introduction to the Cambrian explosion, the Great Dying, and the Great Ice Age.
2	**Evidence of Earth's History**	Sedimentary, Igneous, and Metamorphic Rocks	Lesson: Explore how Earth's past is recorded in sedimentary, igneous, and metamorphic rock formations. Activity: Visualization of rock layers and understanding the process of sedimentary rock formation.
3	**Relative Dating of Rock Layers**	Principles and Challenges	Lesson: Learn the principles of relative dating and understand challenges posed by geological events. Activity: Explore how rock layers can be disrupted and learn the importance of fossils in relative dating.
4	**Index Fossils**	Identifying Time Periods	Lesson: Understand the concept of index fossils and how they aid in establishing relative dating frameworks. Activity: Explore specific examples of index fossils like trilobites and their role in dating rock layers.
5	**Assessment**	Evaluation of Learning Objectives	Assessment: Students synthesize concepts learned throughout the unit, applying knowledge to interpret geological timelines and events.

Unit 23: Virginia Geology and the Chesapeake Bay

Unit Overview

In this comprehensive unit, the learning objective is to enable students to identify, describe, and comprehend the unique geological, ecological, and economic characteristics of Virginia's Five Physiographic Provinces: the Appalachian Plateau, Valley and Ridge Region, Blue Ridge Region, Piedmont Region, and Coastal Plain Region. Students will gain an understanding of the processes shaping each region, recognize the significance of its resources, and appreciate the intricate interplay between the natural environment and human activities within these provinces. The unit takes an in-depth exploration of each province, highlighting key geological features, economic contributions, and historical significance. From the rugged beauty of the Appalachian Plateau with its coal beds to the majestic Blue Ridge Mountains and the diverse communities within the Chesapeake Bay, students will delve into the rich tapestry of Virginia's diverse landscapes, fostering a holistic understanding of the state's physiographic provinces and their importance.

SOL Standard

BIO.8.d. Natural events and human activities influence local and global ecosystems and may affect the flora and fauna of

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.6.a. Global resource use has environmental liabilities and benefits;

ES.6.c. Use of Virginia resources has an effect on the environment and the economy;

ES.7.d. Evidence of geologic processes is found in Virginia’s geologic landscape.

ES.8.d. Stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Virginia's Physiographic Provinces**	Identifying Virginia's Physiographic Provinces	Lesson: Understand the unique geological, ecological, and economic characteristics of Virginia's Five Physiographic Provinces. Activity: Introduction to the Appalachian Plateau Region.
2	**Appalachian Plateau Region**	Geology and Economic Significance	Lesson: Explore the Appalachian Plateau's geological features, including coal beds and oil reserves. Activity: Visualize the rugged beauty of the region and discuss its economic contributions.
3	**Valley and Ridge Region**	Dynamic Forces of Nature	Lesson: Understand the sedimentary rocks and tectonic activity in the Valley and Ridge region. Activity: Explore resources like lime, lead, tin, iron, oil, gas, and coal in the region.
4	**Blue Ridge Region**	Majestic Blue Ridge Mountains	Lesson: Explore the Blue Ridge Mountains, their geological composition, and economic significance. Activity: Visualize the landscape and learn about mineral deposits like copper, iron, tin, and turquoise.
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of Virginia's physiographic provinces, including geological, ecological, and economic characteristics.

Unit 24: Ocean Dynamics: Salinity, Temperature, and Motion

Unit Overview

In this lesson, students will delve into the intriguing world of ocean water, aiming to comprehend the reasons behind its salty taste and exploring the characteristics and components that contribute to its unique composition. The focus is on sodium chloride, the primary salt responsible for the ocean's salinity, along with other minerals like magnesium and calcium. The lesson unfolds the sources of these salts, emphasizing the role of rivers in transporting minerals from rocks and dirt to the ocean. Students will also grasp the concept of Salinity and its measurement, gaining an understanding of the grams per kilogram measure. Additionally, the lesson explores the varying temperatures in different layers of the ocean, from the warm surface zone influenced by sunlight to the cold depths of the deep zone, contributing to the formation of deep ocean currents. The dynamic nature of ocean temperatures and the forces influencing ocean currents and waves will be demystified, fostering an appreciation for the oceans' vital roles in Earth's ecosystems and climate.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.10.a. Chemical, biological, and physical changes affect the oceans;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Ocean Water and Its Salty Taste**	Characteristics and Components of Ocean Water, Sodium Chloride	Lesson: Explore the salty taste of ocean water, focusing on sodium chloride.

			Activity: Watch a video on the properties of the ocean.
2	**What's in Ocean Water?**	Composition of Ocean Water, Minerals (Sodium, Chlorine, Magnesium, Sulfur, Calcium, Potassium)	Lesson: Examine the different components in ocean water. Activity: Analyze a chart illustrating the amounts of various solids in the sea.
3	**Understanding Salinity**	Salinity as a Measure of Dissolved Substances, Measurement in grams per kilogram	Lesson: Grasp the concept of salinity and its measurement. Activity: Watch a video on varying salinity.
4	**Understanding Ocean Temperatures**	Surface Zone, Thermocline, Deep Zone, Changes in Surface Temperatures	Lesson: Explore the temperature variations in different layers of the ocean. Activity: Study images and diagrams depicting ocean layers and mixing.
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Review and assess key concepts learned throughout the unit.

Unit 25: Unlocking Earth's Tides

Unit Overview

In this comprehensive Earth Science unit, the learning objective is to equip students with an in-depth understanding of the causes and effects of tides, unraveling the gravitational interactions between Earth, the moon, and the sun. Through video resources and textual explanations, students will distinguish between different tidal events, such as spring tides and neap tides. The lesson unfolds the mesmerizing rhythm of Earth's tides, emphasizing the intricate celestial dance underlying their seemingly routine rise and fall. Delving into the gravitational tug of war among Earth, moon, and sun, students explore the creation of significant bulges on the ocean surfaces, resulting in high and low tides. The unit progresses to elucidate the tidal range and introduces the phenomena of spring tides during full and new moons and neap tides during lunar quarters. Transitioning to currents, the unit examines the role of surface currents driven by winds, the Coriolis Effect, and deep currents influenced by temperature and salinity variations. The interplay of these currents in shaping climate, marine ecosystems, and weather patterns, including the intricate dynamics of the Great Ocean Conveyor Belt, unfolds. Concluding with El Niño and La Niña, the unit unravels their global impact on ocean temperatures, weather patterns, and marine life, highlighting the interconnectedness of Earth's systems and the significance of understanding these phenomena for predicting and mitigating climate change effects.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.3.b. The dynamics of the sun-Earth-moon system cause seasons, tides, and eclipses.

ES.10.a. Chemical, biological, and physical changes affect the oceans;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

ES.10.c. Unevenly distributed heat in the oceans drives much of Earth's weather;

ES.12.c. Extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather

ES.12.e. Changes in the atmosphere and the oceans due to natural and human activity affect global climate.

Day	Section	Key Concept	Lesson/Activity
1	**Tides**	Causes and Effects of Tides, Gravitational Interactions	Lesson: Explore the causes of tides, focusing on gravitational interactions among Earth, the moon, and the sun. Activity: Watch a video on tides.
2	**Spring Tides and Neap Tides**	Differentiating Tidal Events, Tidal Range	Lesson: Understand spring tides and neap tides and their relation to the positions of the sun and moon. Activity: Examine images illustrating spring and neap tides.
3	**Currents: Surface Currents**	Wind-Driven Surface Currents, Gyres, Impact on Climate	Lesson: Explore surface currents driven by the wind and their impact on climate. Activity: Study diagrams illustrating wind-driven surface currents.
4	**Currents: Coriolis Effect and Deep Currents**	Coriolis Effect, Deep Ocean Currents, Climate Influence	Lesson: Understand the Coriolis Effect and its role in oceanic movements. Explore deep currents driven by density variations. Activity: Examine images depicting the Coriolis Effect and deep ocean currents.
5	**Assessment Day**	Synthesis of Unit Concepts	Assessment: Review and assess knowledge of tides, currents, El Niño, and La Niña.

Unit 26: Air Masses and Weather

Unit Overview

In this comprehensive five-day Earth Science unit, students will gain a deep understanding of the fundamental elements influencing daily weather, emphasizing the roles of air masses, atmospheric pressure, and fronts. The journey begins by exploring the intricacies of weather and air masses, linking atmospheric changes to daily experiences. The distinction between weather and climate is clarified, setting the stage for delving into the various weather elements, such as atmospheric pressure, wind, and humidity. Students will grasp the concept of air masses as dynamic, large-scale entities shaping weather patterns across the globe. The unit concludes by unraveling the intricate dance of air masses, revealing their impact on regional climates. The fifth day is dedicated to assessing students' comprehension of key concepts, ensuring they can predict weather changes based on the interaction of different fronts. Throughout the unit, engaging activities and multimedia resources enhance the learning experience, making Earth Science come alive for students.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.12.a. Weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans;

ES.12.b. Weather patterns can be predicted based on changes in current conditions;

ES.12.d. Models based on current conditions are used to predict weather phenomena;

Day	Section	Key Concept	Lesson/Activity
1	**What are Weather and Air Masses**	Understanding Weather and Air Masses	Lesson: Explore the various elements influencing daily weather, including air pressure, wind, humidity, clouds, and precipitation. Activity: Engage in a hands-on experiment to understand atmospheric pressure and observe weather phenomena.
2	**Weather vs. Climate Explained**	Distinguishing Weather and Climate	Lesson: Clarify the distinctions between 'weather' and 'climate,' emphasizing the daily fluctuations versus long-term patterns. Activity: Watch a video on climate and discuss examples to reinforce the concepts.
3	**Understanding Weather Elements**	Atmospheric Pressure, Wind, and Humidity	Lesson: Delve into the impact of atmospheric pressure, wind patterns, and humidity on weather conditions. Activity: Conduct experiments to measure atmospheric pressure, create wind patterns, and understand humidity levels.
4	**Understanding Air Masses**	Characteristics and Movement of Air Masses	Lesson: Explore the concept of air masses, their characteristics, and how they move, shaping regional weather patterns. Activity: Analyze maps and identify different types of air masses, discussing their origins and properties.
5	**Assessment Day**	Synthesis of Unit Concepts and Evaluation	Assessment: Conduct a comprehensive assessment covering key concepts learned throughout the unit, including weather elements, air masses, and their effects on climate. Activity: Review and discuss assessment results, providing feedback and addressing any questions or misconceptions.

Unit 27: Climate

Unit Overview

In this comprehensive Earth Science unit, students will gain a profound understanding of the intricate dynamics shaping Earth's climates. The unit covers the fundamental role of convection cycles in propelling atmospheric movements and ocean currents, with a specific focus on the influential Gulf Stream and its impact on the climates of Northern and Western Europe. Emphasis is placed on the broader effects of the Sun's uneven heating, revealing how this phenomenon shapes global climate patterns. Exploring the interplay between oceanic and atmospheric factors, students will grasp the complexities that govern our planet's diverse climates. The lessons progress from distinguishing between weather and climate to unraveling the significance of latitude in climate zones and the vital role played by convection and the Coriolis effect in driving atmospheric and oceanic currents. This unit provides a holistic perspective on how Earth's atmosphere and oceans act as climate control mechanisms, culminating in a profound insight into the interconnected forces that govern our planet's climates.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f. Obtaining, evaluating, and communicating information

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.10.c. Unevenly distributed heat in the oceans drives much of Earth’s weather;

ES.12.a. Weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans;

ES.12.c. Extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather

ES.12.e. Changes in the atmosphere and the oceans due to natural and human activity affect global climate.

Day	Section	Key Concept	Lesson/Activity
1	**Weather and Air Masses**	Understanding Weather Elements	Lesson: Exploring the Basics of Weather Activity: Weather Observations and Recordings
2	**Weather vs. Climate Explained**	Distinguishing Weather and Climate	Lesson: Weather vs. Climate – Unraveling the Differences Activity: Climate Analysis of Different Regions
3	**Understanding Air Masses**	Role of Air Masses in Weather	Lesson: Delving into Air Mass Characteristics Activity: Mapping Air Masses Around the Globe
4	**How Air Masses Shape Our Weather**	Air Mass Interactions and Weather Outcomes	Lesson: The Dance of Air Masses – Weather Patterns Unveiled Activity: Analyzing Weather Patterns
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Predicting Weather Changes Based on Frontal Interactions Review: Recap of Key Concepts and Unit Overview

Unit 28: Natural Hazards

Unit Overview

In this comprehensive unit on natural hazards, the learning objective is to equip learners with the ability to identify, describe, and understand various natural phenomena, including earthquakes, volcanoes, landslides, tsunamis, and severe weather conditions. Participants delve into the geological and atmospheric processes underpinning these events, emphasizing the impact on human populations and habitats. The significance of hazard maps in prediction and preparedness is highlighted, and preventive measures across diverse regions are explored. The unit also delves into the role of technology, specifically robots, in disaster response through an interactive activity. From the sudden trembling of the Earth's surface in earthquakes to the eruption of molten rock in volcanoes, the unit covers a spectrum of natural hazards, emphasizing the potential harm posed by severe weather conditions. Learners engage with forecasting techniques, utilizing maps to analyze past occurrences, discern patterns, and predict future events. The unit culminates in an assessment to evaluate comprehension of natural hazards and related concepts.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.e.4. Read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.7.b. Features and processes occur within plates and at plate boundaries;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

ES.12.c. Extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions;

Day	Section	Key Concept	Lesson/Activity
1	**Natural Hazards Overview**	Identification and Description of Natural Hazards	Lesson: Understanding the definition of natural hazards and their impact on human populations. Activity: Interactive discussion on different types of natural hazards.
2	**Earthquakes**	Causes and Characteristics of Earthquakes	Lesson: Exploring the geological processes leading to earthquakes and their manifestations. Activity: Analyzing earthquake occurrences on a global map.
3	**Volcanic Activities**	Eruptions and Impact of Volcanic Activities	Lesson: Understanding the dynamics of volcanic eruptions and their consequences. Activity: Examining the Ring of Fire and its volcanic hotspots.
4	**Landslides**	Triggers and Consequences of Landslides	Lesson: Investigating the factors that lead to landslides and their potential hazards. Activity: Analyzing a landslide case study and its aftermath.
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Culminating activities or assessment to evaluate understanding of natural hazards and related concepts.

Unit 29: The Universe

Unit Overview

In this comprehensive unit, the learning objective is to develop a profound understanding of the universe's intricate structure and organization, ranging from planets to galaxies and expansive galaxy clusters. Delving into the realms of cosmology and astronomy, the unit elucidates the enormity of the universe, emphasizing humanity's minute presence within it. The exploration begins with the Milky Way Galaxy, where the Sun resides among over 100 billion stars, extending to a discussion on other galaxies' diversity. The unit delves into the compelling theory of the universe's sudden origin, the Big Bang, approximately 10 to 15 billion years ago, elucidating the subsequent expansion and cooling. Providing evidence for this theory, the ongoing universe expansion and cosmic background radiation are scrutinized. The grand hierarchy of the universe's structure, from planets within planetary systems to galaxies and beyond, is meticulously presented. As a culmination, students engage in an assessment to articulate foundational astronomical concepts, fostering a comprehensive grasp of the universe's past, present, and potential future.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.a. The big bang theory explains the origin of universe;

ES.2.b. Stars, star systems, and galaxies change over long periods of time;

ES.2.d. Evidence from space exploration has increased our understanding of the structure and nature of our universe.

Day	Section	Key Concept	Lesson/Activity
1	**The Universe**	Universe Overview	Lesson: Understand the universe's structure and organization, from planets to galaxies. Activity: Introduction to cosmology and astronomy.
2	**The Milky Way and Other Galaxies**	Galaxy Exploration	Lesson: Explore the Milky Way as part of a star cluster. Activity: Watch a video about galaxies and their diversity.
3	**The Expanding Universe**	Big Bang Theory	Lesson: Learn about the Big Bang theory, its concept, and evidence. Activity: Watch videos explaining the Big Bang theory and its supporting evidence.
4	**Evidence for the Big Bang**	Scientific Support	Lesson: Explore evidence supporting the Big Bang theory, including expansion and cosmic background radiation. Activity: Watch a video about cosmic background radiation.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Demonstrate understanding of the universe's structure, the Big Bang theory, and supporting evidence.

Unit 30: The Big Bang Theory

Unit Overview

This learning unit is designed to provide you with a comprehensive grasp of the Big Bang Theory, a fundamental concept in cosmology explaining the origin and evolution of the Universe. Delving into the aftermath of the Big Bang, the unit explores the formation of essential elements like hydrogen and helium, unraveling their profound significance in cosmic processes. By fostering an in-depth understanding of subsequent events, such as nuclear fusion in stars and the creation of heavier elements in massive stars and supernovae, the goal is to cultivate an appreciation for the Big Bang Theory beyond a mere scientific model. Positioned as a cornerstone in our comprehension of the Universe, this unit aims to unravel the intricacies of the cosmos, its structure, and the origin of matter, fostering a profound awareness of our place within the vast cosmic expanse. The accompanying exploration of key evidence, such as Cosmic Microwave Background Radiation, redshift observations, and the abundance of light elements, solidifies the validity of the Big Bang Theory, emphasizing the dynamic nature of scientific theories and the ongoing refinement of our understanding of the Universe's origins and evolution.

SOL Standard

ES.1.c.4. Use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.e.1. Evaluate the merits and limitations of models

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.e.3. Construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.a. The big bang theory explains the origin of universe;

ES.2.d. Evidence from space exploration has increased our understanding of the structure and nature of our universe.

Day	Section	Key Concept	Lesson/Activity
1	**The Big Bang Theory: Unfolding the Universe**	Introduction to the Big Bang Theory	Lesson: Explore the fundamental concept of the Big Bang Theory, elucidating the initial conditions and events that led to the universe's expansion. Activity: Watch a video explaining the scientists behind the Big Bang Theory.
2	**The Big Bang Theory: Unfolding the Universe**	Processes Following the Big Bang	Lesson: Investigate the aftermath of the Big Bang, focusing on the formation of fundamental elements, nuclear fusion in stars, and the creation of heavier elements. Activity: Engage in a learning activity - "Matching Terms with Descriptions."
3	**Evidence Supporting the Big Bang Theory**	Cosmic Microwave Background Radiation	Lesson: Delve into the first key evidence supporting the Big Bang Theory - Cosmic Microwave Background Radiation (CMBR). Understand its significance and implications. Activity: Watch a video on CMBR.
4	**Evidence Supporting the Big Bang Theory**	Redshift of Distant Galaxies	Lesson: Explore the second key evidence supporting the Big Bang Theory - Redshift in Distant Galaxies. Understand how this phenomenon indicates the universe's expansion. Activity: Watch a video on "Redshift."
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate your understanding of the Big Bang Theory and supporting evidence through a comprehensive assessment. Other: Concluding remarks and anticipation for the next unit.

Unit 31: Motion in Space

Unit Overview

In this comprehensive lesson, students embark on a cosmic exploration to understand the profound role of gravity in shaping our solar system and the Milky Way galaxy. The learning objective aims to equip students with the ability to comprehend gravity's impact on the formation of celestial bodies within the solar system and its influence on the grandeur of the Milky Way. Starting with the intricacies of our solar system, students delve into the gravitational forces that govern the orbits of planets, moons, asteroids, and comets around the Sun. They uncover the legacy of the primordial rotation that led to the birth of our Sun and the intricate dance of matter that eventually formed the celestial tapestry of our solar system. Transitioning to the broader cosmos, the lesson unfolds the gravitational dynamics guiding galaxies' formation, emphasizing the Milky Way's evolutionary journey shaped by galactic interactions. Engaging videos, images, and diagrams complement the exploration, providing a multifaceted learning experience. Students are invited to actively participate in a solar system learning activity, reinforcing their understanding of gravity's role. The lesson concludes with a captivating insight into the cosmic choreography of colliding galaxies, offering a glimpse into the distant future when the Milky Way and Andromeda Galaxy are destined for a majestic collision billions of years hence.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.b. Stars, star systems, and galaxies change over long periods of time;

ES.2.c. Characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body;

Day	Section	Key Concept	Lesson/Activity
1	**What is a Solar System?**	Gravity and the Solar System	Lesson: Understand the role of gravity in the formation of our solar system. Activity: Explore the effects of gravity on the motion of various objects within the solar system using videos, images, diagrams, and text. Explain the influence of gravity on the Milky Way galaxy.
2	**Motions in our Solar System**	Formation of the Solar System and Motions	Lesson: Explore the scientific evidence suggesting the origin of our solar system from a vast cloud of dust and gases. Understand how gravitational forces led to the formation of celestial objects in the solar system. Activity: Examine the motions of planets, moons, asteroids, and comets within the solar system.
3	**Motions of the Earth, Moon, and Sun**	Rotational Movements and Orbital Paths	Lesson: Investigate the rotational movements and orbital paths of Earth, the Moon, and the Sun. Understand the gravitational interactions between these celestial bodies. Activity: Observe and model the counterclockwise rotations and orbits in the solar system.
4	**What is a Galaxy?**	Introduction to Galaxies and their Types	Lesson: Learn about galaxies, massive groups of stars, including the Milky Way. Understand the role of gravity in binding stars within a galaxy. Activity: Explore different types of galaxies - elliptical, spiral, and irregular. Complete a learning activity on "Galaxy Match."
5	**Assessment Day**	Synthesis of Unit Concepts or Assessment	Assessment: Evaluate students' understanding of gravity's role in the solar system and galaxies. Use a combination of written assessments, quizzes, or class discussions to gauge comprehension.

Unit 32: Inner and Outer Planets

Unit Overview

In this lesson, students will master the skill of identifying and describing the planets within our solar system, employing a rich array of multimedia resources such as videos and images. The learning objective encompasses not only recognizing the general properties shared by all planets but also delving into the distinctive attributes of both inner and outer planets. The exploration begins with an overview of our cosmic neighborhood, elucidating the diverse components that orbit the Sun, including planets, satellites, asteroids, comets, and celestial fragments. Students will navigate through the intricate arrangement of the solar system, from the terrestrial planets close to the Sun, through the asteroid belt and gas giants, to the far reaches where the Kuiper belt and Oort cloud reside. The lesson culminates in an exploration of the contrasting features of inner and outer planets, emphasizing their unique compositions and atmospheres. Engaging in hands-on activities and multimedia learning, students will deepen their understanding of the solar system's celestial wonders, setting the stage for further exploration and comparison using data and diagrams in subsequent lessons.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.c. Characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body;

Day	Section	Key Concept	Lesson/Activity
1	**Objects in the Solar System**	Identification and Description of Planets	Lesson: Explore the diverse elements of the solar system, including planets, moons, asteroids, comets, and celestial bodies, using multimedia resources. Activity: Engage in a learning activity focused on identifying and describing planets.
2	**Our Part of the Solar System**	Overview of the Solar System	Lesson: Delve into the solar system's structure, emphasizing the Sun's centrality and introducing the variety of celestial entities within. Activity: Participate in a solar system learning activity, enhancing comprehension through interactive tasks.
3	**Orbiting the Sun**	Celestial Orbits and the Solar System	Lesson: Explore the orbits of planets, asteroids, and other objects around the Sun, uncovering the spatial organization of the solar system. Activity: Utilize multimedia resources for an in-depth learning activity on planetary orbits.
4	**Properties of Planets**	Inner and Outer Planets	Lesson: Investigate the distinguishing features of inner and outer planets based on their distance from the Sun and compositional differences. Activity: Engage in a learning activity focused on the properties of planets in our solar system.
5	**Unit Assessment or Other Section**	Synthesis of Unit Concepts	Description: Assess understanding through a unit assessment that synthesizes knowledge about the solar system, planets, and their properties. Activities: Review and reinforce key concepts from the entire unit, ensuring comprehensive comprehension.

Unit 33: The Interactions and Orientations: Sun, Earth, and Moon

Unit Overview

In this comprehensive unit, students will delve into the intricate interactions and orientations among the Sun, Earth, and Moon, aiming to achieve a multifaceted understanding of celestial phenomena. The learning objectives encompass explaining the seasonal variations resulting from Earth's tilt and orbit, recognizing the significance of latitudinal lines, and differentiating between solar and lunar eclipses. Through the analysis of models, graphs, and multimedia resources, students will discern patterns within the Earth-Moon-Sun system, gaining insights into solstices, equinoxes, and changing sunlight angles. Special emphasis will be placed on safety measures during solar eclipse observations. The unit unfolds in a structured manner, starting with an exploration of Earth's seasons and movements, progressing to an in-depth understanding of the angles and changes in sunlight, and culminating in an exploration of solar and lunar eclipses, ultimately transforming the once-feared celestial events into sources of awe and wonder.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.c. Characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by

ES.3.b. The dynamics of the sun-Earth-moon system cause seasons, tides, and eclipses.

Day	Section	Key Concept	Lesson/Activity
1	**Seasons**	Earth's Movements	Lesson: Understand Earth's axial tilt and orbit, causing seasonal changes. Activity: Explore the impact of Earth's movements on seasons through diagrams and discussions.
2	**Solstices and Equinoxes**	Changes in Light	Lesson: Examine solstices and equinoxes, discussing their significance in marking seasons. Activity: Analyze graphs illustrating changes in sunlight and daylight duration.
3	**The Angle of Sunlight**	Changes in Sunlight	Lesson: Explore how the angle of sunlight affects temperature and climate. Activity: Interpret graphs depicting sunlight angles at different latitudes.
4	**Solar Eclipses**	Modeling the System	Lesson: Understand the Earth-Moon-Sun system and how solar eclipses occur. Activity: Use diagrams to model the alignment of celestial bodies during solar eclipses.
5	**Unit Assessment**	Unit Assessment	Description: Assess students' understanding of Earth's movements, seasons, sunlight angles, and eclipses through a comprehensive unit assessment.

Unit 34: The Earth and the Sun

Unit Overview

The culminating unit equips students with a comprehensive understanding of our solar system's dynamics and Earth's distinctive features. By the end, learners will adeptly identify and elucidate the primary celestial bodies, focusing on Earth's pivotal position as the third planet, strategically located relative to the asteroid belt. Students will comprehend the Moon's role as Earth's sole natural satellite, influencing tides and illuminating night skies, as well as explain the unique presence of water in its solid, liquid, and gas states. Delving into the Sun's composition, predominantly hydrogen, and the phenomenon of nuclear fusion generating its immense energy, students will grasp the vital role solar energy plays in sustaining life on Earth. The unit employs diverse resources, including videos and interactive activities, to facilitate a nuanced understanding of these celestial concepts.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.c. Characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body;

ES.3.a. Earth supports life because of its relative proximity to the sun and other factors;

ES.5.a. Earth materials are finite and are transformed over time;

ES.8.c. Weather and human usage affect freshwater resources, including water locations, quality, and supply;

ES.10.b. Environmental and geologic occurrences affect ocean dynamics;

Day	Section	Key Concept	Lesson/Activity
1	**The Solar System and Earth's Unique Features**	Identify and describe celestial bodies	Lesson: Explore the solar system as a vast neighborhood, understanding the classification of planets, moons, asteroids, comets, and dwarf planets. Activity: Interactive session on the orbits of planets and celestial bodies.
2	**Earth's Unique Position and Features**	Earth's position and features	Lesson: Delve into Earth's unique location as the third planet, its relationship with the Moon, and the three states of water on Earth. Activity: Hands-on exploration of Earth's position and water's states.
3	**Earth's 'Goldilocks' Zone**	Importance of Earth's habitable zone	Lesson: Understand the significance of Earth's position in the habitable zone, exploring the 'Goldilocks' concept. Activity: Group discussion and video analysis on the importance of water on Earth.
4	**The Sun: Our Solar System's Powerhouse**	Composition and energy production	Lesson: Explore the composition of the Sun, emphasizing hydrogen and helium, and the process of nuclear fusion. Activity: Virtual tour and discussion on solar energy and the Sun's role in sustaining life on Earth.
5	**Unit Assessment**	Synthesis of unit concepts	Description: Culminating assessment evaluating students' understanding of celestial bodies, Earth's uniqueness, and the Sun's role. Activities: Review key concepts, Q&A session, and interactive synthesis activity.

Unit 35: Star Formation and Stellar Evolution

Unit Overview

In the "Star Formation and Stellar Evolution" unit, learners will delve into the Solar Nebular Theory and gain insights into the diverse stages of stellar development. Utilizing the Hertzsprung-Russell Diagram, they will discern the intricate correlation between a star's luminosity and temperature, mapping the trajectory of a star from its nebulous origins to its culmination through integrated multimedia resources. The unit commences with an exploration of the steps in the formation of the solar system, unraveling the Solar Nebular Theory, a leading scientific explanation for star and planetary system formation. The process encompasses the condensation of a nebula, a colossal cloud of dust and gas in space, culminating in nuclear fusion, marking a star's birth. The unit further explores stellar evolution, emphasizing the finite lifetimes of stars and their transformation over time, guided by the pivotal role of star mass. The Hertzsprung-Russell Diagram becomes a pivotal tool, portraying the dynamic relationship between a star's luminosity and temperature. The unit concludes with an understanding of the characteristics of stars based on the diagram, offering a comprehensive perspective on the fascinating journey from a star's birth in a nebula to its ultimate stages, enhancing comprehension of our Sun's evolution and the myriad stars populating the cosmic expanse.

SOL Standard

ES.1.d.3. Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

ES.1.d.5. Differentiate between a scientific hypothesis, theory, and law

ES.1.e.2. Develop, revise, and/or use models based on evidence to illustrate or predict relationships

ES.1.f.3. Communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

ES.2.b. Stars, star systems, and galaxies change over long periods of time;

Day	Section	Key Concept	Lesson/Activity
1	**Steps of the Formation of the Solar System**	Introduction to the Solar Nebular Theory	Lesson: View the image and study the steps of the solar system's formation Activity: Analyzing the steps of the solar system's formation depicted in the image.
2	**Introduction to the Solar Nebular Theory**	Understanding the Solar Nebular Theory	Lesson: The Solar Nebular Theory and the role of nebulae in star and planetary system formation Activity: Exploring regions in nebulae that initiate star formation.
3	**Stellar Evolution and Lifespan**	Stellar Evolution and Lifespan	Lesson: Explore stellar evolution and the finite lifetimes of stars Activity: Analyzing the influence of star mass on evolution and lifespan
4	**The Hertzsprung-Russell Diagram and Star Aging**	The Hertzsprung-Russell Diagram	Lesson: Understand the Hertzsprung-Russell Diagram and its role in studying stellar evolution. Activity: Examining how stars' positions change on the diagram as they age.
5	**Unit Assessment**	Synthesis of Unit Concepts - Nebular Hypothesis	Assessment: Applying the learned concepts through a comprehensive assessment, possibly including questions about the Solar Nebular Theory, stellar evolution, the Hertzsprung-Russell Diagram, and characteristics of our solar system.

Unit 36: Earth Science: Test #2

Unit Overview

The overarching lesson aims to equip students with effective study skills in preparation for an upcoming test through the use of an interactive study guide. The diverse topics covered in the study guide span various scientific domains, including Freshwater and Saltwater ecosystems, Human Impact on Water Quality, Fossil Formation, Geological Time Scale, Characteristics of Virginia's Physiographic Provinces, and more. By navigating through the study guide sections, students delve into subjects ranging from Earth's Atmosphere and Weather Patterns to Astronomy, exploring the intricate relationships between the Sun, Earth, Moon, Stars, and Galaxies. This comprehensive approach ensures that students gain a holistic understanding of natural phenomena and human impact on the environment, fostering a well-rounded scientific knowledge base in preparation for the upcoming test.

SOL Standard

All SOL standards covered in units 19 to 35 will be present in unit 36 and on Earth Science: Test #2.

Day	Section	Key Concept	Lesson/Activity
1	**Earth's Water Systems**	Features of the Ocean Floor	Ocean Study Guide, Exploring Ocean Features
2	**Human Impact on Oceans**	Importance of Oceans & Threats	Human Impact on Water Quality, Oceans' Threats Discussion
3	**Earth's Geological Features**	Geological Time Scale, Physiographic Provinces, Chesapeake Bay	Earth's History & Geography Overview, Chesapeake Bay Exploration
4	**Earth's Climate and Beyond**	Atmospheric Science, Astronomy	Atmospheric Science Exploration, Astronomy Overview
5	**Exam Day**	Review & Synthesis	Review key concepts from each section, utilize the study guide, and take the exam.

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Science

Biology

Unit 1: Understanding Scientific and Engineering Practices in Biology

Unit Overview

This unit in Biology offers a comprehensive journey through the world of scientific and engineering practices, emphasizing the systematic inquiry and investigation that defines the field. It starts by exploring the fundamental aspects of Biology, delving into its rich historical perspectives and the microscopic world of cells. The unit then transitions to understanding life's diversity, classifying organisms, and acknowledging the significant role of Biology in our daily lives, from medical advancements to environmental conservation. The latter part focuses on the principles of scientific inquiry, including asking relevant questions, defining problems, and generating hypotheses. Students will engage in laboratory and field investigations, understanding variables, and the process of generating hypotheses based on scientific principles. This structured approach not only imparts biological knowledge but also instills an appreciation for the methods through which this knowledge is acquired and validated.

SOL Standards

BIO.1.a.1.
ask questions that arise from careful observation of phenomena and/or organisms, from examining models and theories, and/or to seek additional information

BIO.1.a.2.
determine which questions can be investigated within the scope of the school laboratory or field to determine relationships between independent and dependent variables

BIO.1.a.3.
generate hypotheses based on research and scientific principles

BIO.1.a.4.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.d.6.
differentiate between a scientific hypothesis and theory

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Biology**	Overview of Biological Principles	Lesson: Introduction to the basic concepts of Biology Activity: Exploring cell structures under a microscope
2	**Historical Perspectives**	Evolution of Biological Thought	Lesson: History of Biology and key contributors Activity: Research and presentation on a historical biologist
3	**Diversity of Life**	Classification and Biodiversity	Lesson: Principles of classification in Biology Activity: Classifying local flora and fauna
4	**Scientific Inquiry in Biology**	Asking Questions and Defining Problems	Lesson: The role of inquiry in Biology Activity: Designing a simple experiment based on a biological question
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the key concepts and applications discussed throughout the unit

Unit 2: Planning and Conducting Scientific Investigations

Unit Overview

This unit in Biology centers on the intricacies of planning and conducting scientific investigations. It begins with an understanding of the critical role of investigations in science, distinguishing between observational and experimental methods. Students learn the importance of collaboration in enhancing research quality and delve into the essential aspects of safety and ethical considerations in scientific work. The unit progresses to understanding sample size and techniques, emphasizing the importance of choosing the right sample size and sampling method for accurate results. It also covers the selection and use of appropriate tools and technology in biological research, from simple hand tools to advanced software for data analysis. Throughout the unit, emphasis is placed on the ethical dimensions of research, including the treatment of living organisms, data integrity, and the environmental impact of scientific investigations. The unit culminates with a comprehensive assessment that tests students' understanding and application of these concepts.

SOL Standards

BIO.1.a.1.
ask questions that arise from careful observation of phenomena and/or organisms, from examining models and theories, and/or to seek additional information

BIO.1.a.2.
determine which questions can be investigated within the scope of the school laboratory or field to determine relationships between independent and dependent variables

BIO.1.b.1.
individually and collaboratively plan and conduct observational and experimental investigations

BIO.1.b.2.
plan and conduct investigations or test design solutions in a safe and ethical manner including considerations of environmental, social, and personal effects

BIO.1.b.3.
determine appropriate sample size and techniques

BIO.1.b.4.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Role of Investigations in Science**	Observational vs. Experimental Methods	Lesson: Differentiating between observational and experimental investigations Activity: Conducting a simple observational study in a natural setting
2	**Safety and Ethical Considerations**	Safety and Environment in Scientific Work	Lesson: Understanding safety gear and environmental impact Activity: Evaluating the environmental implications of a proposed experiment
3	**Sample Size and Techniques**	Importance of Sample Size and Sampling	Lesson: Concepts of sample size and sampling techniques Activity: Designing a sample collection strategy for a hypothetical study
4	**Tools and Technology in Biology**	Selecting Appropriate Tools and Technology	Lesson: Overview of tools and technology in biological research Activity: Matching biological research needs with appropriate tools and technologies
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the planning and conducting of scientific investigations in Biology

Unit 3: Water and Scientific Inquiry

Unit Overview

This unit in Biology delves into the profound significance of water chemistry and its influence on biological processes. It begins by exploring water's unique molecular structure and polarity, emphasizing its role as a universal solvent and its essential part in temperature regulation. The lessons then transition into thoughtful discussions on the broader implications of water's attributes, including the debates surrounding its indispensability for life, both on Earth and potentially in extraterrestrial environments. Students will engage in foundational scientific skills like research, critical thinking, data understanding, and ethical considerations, applying these skills to the context of water's role in various biological processes. The unit aims to deepen students' understanding of water's critical role in sustaining life, thereby equipping them with the knowledge and skills necessary for robust scientific dialogue and inquiry.

SOL Standards

BIO.1.d.1.
make quantitative and/or qualitative claims regarding the relationship between dependent and independent variables

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.d.4.
compare and evaluate competing arguments or design solutions in light of currently accepted explanations and new scientific evidence

BIO.1.d.5.
construct arguments or counterarguments based on data and evidence

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.a.
water chemistry has an influence on life processes;

Day	Section	Key Concept	Lesson/Activity
1	**Water's Molecular Structure**	Understanding Polarity and Hydrogen Bonds	Lesson: The unique molecular structure of water Activity: Experiment demonstrating water's cohesion and surface tension
2	**Water as the Universal Solvent**	Solubility and Biological Importance	Lesson: Water's role as a solvent in biological processes Activity: Experiment on solubility of various substances in water
3	**Temperature Regulation by Water**	Water's Heat Capacity and Biological Relevance	Lesson: How water regulates temperature in organisms Activity: Observing water's temperature regulation in different environments
4	**Water in Scientific and Ethical Debate**	Debates and Ethical Considerations	Lesson: The role of water in scientific and ethical debates Activity: Group discussion on fluoride in water and its implications
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering water chemistry's influence on biological processes and its role in scientific inquiry

Unit 4: Science, Society, and Technology

Unit Overview

This unit on "Science, Society, and Technology" provides a comprehensive look at the interplay between scientific advancements, societal impact, and technological developments, particularly in the field of biology. It begins by differentiating between pure science and technology and their respective roles in society. The unit then explores the tools and methods used by biologists in their research, emphasizing the importance of ethical considerations in scientific pursuits. It also examines the future challenges in biology, including genetic engineering and environmental concerns. The unit concludes with a focus on the ethical responsibilities of biologists and the varied career opportunities in the field of biology. This holistic approach aims to foster an understanding of how scientific discoveries not only contribute to our knowledge but also have profound implications for society and ethical considerations.

SOL Standards

BIO.1.b.2.
plan and conduct investigations or test design solutions in a safe and ethical manner including considerations of environmental, social, and personal effects

BIO.1.b.4.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

BIO.1.d.2.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.1.
compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem

BIO.1.f.2.
gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Pure Science and Technology**	Differentiating Between Science and Technology	Lesson: Exploring the definitions and differences of pure science and technology Activity: Case studies of scientific discoveries and their technological applications
2	**Tools of Biological Research**	Tools and Methods in Biology	Lesson: Overview of common tools in biological research Activity: Demonstrating the use of various biological tools in a simple experiment
3	**Future Challenges in Biology**	Genetic Engineering and Environmental Concerns	Lesson: Discussing future challenges in biology like genetic engineering Activity: Debate on the ethical implications of genetic manipulation
4	**Ethics in Biological Research**	Ethical Considerations in Scientific Research	Lesson: Understanding ethics in biology Activity: Group discussions on case studies involving ethical dilemmas in biology
5	**Unit Assessment and Career Opportunities**	Integration of Concepts and Exploring Careers	Assessment covering key concepts from the unit Activity: Research and presentation on various careers in biology

Unit 5: Biochemicals

Unit Overview

This unit on Biomolecules provides a deep dive into the fundamental building blocks of life at the molecular level. It begins by introducing the concept of monomers and polymers, laying the groundwork for understanding the four major classes of biomolecules: Carbohydrates, Proteins, Lipids, and Nucleic Acids. Each class is explored in detail, highlighting their structure, functions, and significance in biological processes. Students will learn about the diverse roles these biomolecules play, from energy storage and structural support to genetic information transmission and enzymatic activities. Special emphasis is given to the understanding of complex concepts like enzymes, DNA, RNA, and ATP. This unit not only enhances students' understanding of molecular biology but also prepares them for advanced studies in biochemistry and genetics.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.2.c.
enzymes have a role in biochemical processes;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Biomolecules**	Monomers and Polymers	Lesson: Understanding monomers and polymers in biology Activity: Building models of simple monomers and polymers
2	**Carbohydrates**	Structure and Function of Carbs	Lesson: Exploring the role of carbohydrates in energy and structure Activity: Identifying carbs in various foods
3	**Proteins**	Protein Functions and Enzymes	Lesson: Studying protein structure and enzyme functions Activity: Experiment on enzyme activity in different conditions
4	**Lipids and Nucleic Acids**	Lipids Functions and DNA/RNA Basics	Lesson: Examining the roles of lipids and the structure of nucleic acids Activity: DNA extraction from fruit samples
5	**Unit Assessment and ATP**	Synthesis and Energy Currency	Assessment covering key concepts of biomolecules Activity: Discussion on ATP's role in cellular processes

Unit 6: Introduction to Cells

Unit Overview

In this unit on "Introduction to Cells," you will embark on a fascinating journey into the microscopic world of cells, the basic building blocks of life. The unit begins with an exploration of cell theory, tracing its historical development and understanding its fundamental principles. You will then delve into the concept of homeostasis, learning how cells and organisms maintain internal balance. The unit progresses to compare and contrast the strategies employed by unicellular and multicellular organisms to achieve homeostasis. You will gain insights into the diverse cellular structures and their specific functions, from the protective cell membrane to the energy-producing mitochondria. This comprehensive study not only enhances your understanding of cell biology but also highlights the intricate complexity and remarkable adaptability of living organisms at the cellular level.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.d.6.
differentiate between a scientific hypothesis and theory

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.3.a.
the cell theory is supported by evidence;

BIO.3.b.
homeostasis is maintained through the role of structures in unicellular and multicellular organisms;

BIO.3.c.
cell structures and processes are involved in cell growth and division;

BIO.3.d.
the structure and function of the cell membrane support cell transport;

Day	Section	Key Concept	Lesson/Activity
1	**The Foundation of Cell Theory**	Principles of Cell Theory	Lesson: Exploring the three pivotal points of cell theory Activity: Research project on historical contributors
2	**Homeostasis: The Balancing Act**	Maintaining Internal Balance	Lesson: Understanding homeostasis at the cellular level Activity: Simulation of cellular responses to changes
3	**Unicellular vs. Multicellular Life**	Strategies for Homeostasis	Lesson: Comparing unicellular and multicellular organisms Activity: Case studies of different organisms
4	**Cell Structures and Functions**	Specific Roles of Cellular Components	Lesson: Detailed study of cell organelles and their functions Activity: Interactive labeling of cell structures
5	**Unit Assessment**	Synthesis of Cellular Concepts	Comprehensive assessment covering cell theory, homeostasis, and cell structures

Unit 7: Cellular Growth, Division, and Specialization

Unit Overview

This unit on "Cellular Growth, Division, and Specialization" presents an in-depth exploration of the dynamic and complex nature of cells. It begins by examining the fundamental aspects of cell theory and its historical development. The focus then shifts to the critical processes of cellular growth and division, particularly mitosis, highlighting the significance of DNA replication in maintaining genetic integrity. The unit further delves into the intricacies of the cell membrane and cell transport, illustrating how cells regulate their internal environment and interact with their surroundings. Special attention is given to the phenomenon of cell specialization, where you will learn how cells evolve into specific types to fulfill distinct roles within multicellular organisms. This comprehensive journey through cellular biology provides a solid foundation for understanding the mechanisms that underpin the growth, function, and specialization of cells, key to the continuity and diversity of life.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.3.c.
cell structures and processes are involved in cell growth and division;

BIO.3.d.
the structure and function of the cell membrane support cell transport;

BIO.3.e.
specialization leads to the development of different types of cells.

Day	Section	Key Concept	Lesson/Activity
1	**Foundations of Cell Theory**	Principles of Cell Theory	Lesson: Reviewing cell theory principles Activity: Researching contributions of key scientists in cell theory
2	**Cellular Growth and Division**	Mitosis and DNA Replication	Lesson: Understanding the stages of mitosis Activity: DNA replication and cell division simulation
3	**Cell Membrane and Transport**	Regulation of Cellular Environment	Lesson: Exploring the structure and function of the cell membrane Activity: Demonstrating passive and active transport
4	**Cell Specialization**	Diversity of Cellular Functions	Lesson: Learning about specialized cell types Activity: Analyzing the role of organelles in different cell types
5	**Unit Assessment**	Synthesis of Cellular Growth, Division, and Specialization	Comprehensive assessment covering the unit's key concepts

Unit 8: Bacteria, Virus, and Germ Theory

Unit Overview

This unit on "Bacteria, Virus, and Germ Theory" offers an insightful exploration into the microscopic world of pathogens and their role in health and disease. Beginning with viruses, the unit delves into their nature, structure, reproduction methods, and impact on living organisms. The focus then shifts to bacteria, examining their reproduction strategies and modes of energy acquisition, highlighting their diversity and adaptability. Finally, the unit explores the development and significance of germ theory, a crucial milestone in understanding disease causation and prevention. This journey through the realms of viruses and bacteria not only enhances your understanding of these tiny yet influential organisms but also sheds light on the evolution of medical science, particularly in the areas of hygiene, vaccination, and antibiotic use.

SOL Standards

BIO.1.c.1.
construct and interpret data tables showing independent and dependent variables, repeated trials, and means

BIO.1.c.2.
construct, analyze, and interpret graphical displays of data

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.c.4.
analyze data using tools, technologies, and/or models to make valid and reliable scientific claims or determine an optimal design solution

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.4.a.
viruses depend on a host for metabolic processes;

BIO.4.b.
the modes of reproduction/replication can be compared;

BIO.4.c.
the structures and functions can be compared;

BIO.4.d.
bacteria and viruses have a role in other organisms and the environment;

BIO.4.e.
the germ theory of infectious disease is supported by evidence.

BIO.6.a.
organisms have structural and biochemical similarities and differences;

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Viruses**	Nature and Impact of Viruses	Lesson: Characteristics of viruses Activity: Analyzing the effects of viruses on ecosystems
2	**Viral Reproduction**	Lytic and Lysogenic Cycles	Lesson: Stages of viral reproduction Activity: Simulation of viral replication processes
3	**Bacterial Life**	Bacterial Reproduction and Energy Acquisition	Lesson: Exploring bacterial reproduction and energy sources Activity: Observing bacterial growth
4	**Germ Theory and Its Impact**	Development and Implications of Germ Theory	Lesson: History and development of germ theory Activity: Research project on its impact on health practices
5	**Unit Assessment**	Synthesis of Microbial Concepts	Comprehensive assessment covering the key concepts of bacteria, viruses, and germ theory

Unit 9: Photosynthesis and Chemosynthesis

Unit Overview

This unit on "Photosynthesis and Chemosynthesis" delves into the fascinating world of how cells produce and utilize energy. It begins with an exploration of ATP, the energy currency of the cell, and its role in cellular metabolism. The unit then focuses on photosynthesis, the process by which autotrophs convert light energy into chemical energy, detailing its stages and the factors that affect it. The unique process of chemosynthesis, used by certain bacteria to produce energy from inorganic molecules, is also examined. Throughout this unit, you'll gain a comprehensive understanding of these crucial biological processes, uncovering the intricacies of how organisms sustain themselves and contribute to the flow of energy through ecosystems.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.e.
the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

BIO.3.c.
cell structures and processes are involved in cell growth and division;

Day	Section	Key Concept	Lesson/Activity
1	**ATP and Cellular Energy**	Role of ATP in Energy Storage and Transfer	Lesson: Understanding ATP's structure and function Activity: Simulating ATP hydrolysis and synthesis
2	**Photosynthesis**	Light-Dependent and Independent Reactions	Lesson: Exploring the stages of photosynthesis Activity: Experiment demonstrating light's impact on photosynthesis
3	**Factors Affecting Photosynthesis**	Influence of Environmental Factors	Lesson: How light intensity, CO_2 concentration, and temperature affect photosynthesis Activity: Observing photosynthesis under different environmental conditions
4	**Chemosynthesis**	Energy Production in the Absence of Sunlight	Lesson: Study of chemosynthesis in bacteria Activity: Research project on organisms in extreme environments
5	**Unit Assessment**	Synthesis of Photosynthesis and Chemosynthesis Concepts	Comprehensive assessment covering key concepts from the unit

Unit 10: Cellular Respiration

Unit Overview

This unit on "Cellular Respiration" explores the vital process by which cells convert nutrients into energy. Starting with a focus on mitochondria, the powerhouse of the cell, the unit delves into the stages of cellular respiration, including glycolysis, the citric acid cycle, and the electron transport chain. You will learn how these processes efficiently convert glucose into ATP, the energy currency of the cell. The unit also covers the distinction between aerobic and anaerobic respiration, highlighting how cells adapt to varying oxygen levels. Through this exploration, you will gain a deeper understanding of cellular metabolism and its critical role in sustaining life, enhancing your knowledge of how organisms generate and utilize energy at the cellular level.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.e.
the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

BIO.3.c.
cell structures and processes are involved in cell growth and division;

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mitochondria**	The Role of Mitochondria in Cellular Respiration	Lesson: Structure and function of mitochondria Activity: 3D model construction of mitochondria
2	**Glycolysis and Aerobic Respiration**	Energy Production Processes in Cells	Lesson: Detailed study of glycolysis and aerobic respiration Activity: Simulating glycolysis in the lab
3	**The Citric Acid Cycle and ETC**	Advanced Stages of Cellular Respiration	Lesson: Exploring the citric acid cycle and electron transport chain Activity: Interactive biochemical pathway mapping
4	**Anaerobic Respiration**	Alternative Respiration Mechanisms	Lesson: Understanding anaerobic respiration and fermentation Activity: Experiment on fermentation in yeast cells
5	**Unit Assessment**	Synthesis of Cellular Respiration Concepts	Comprehensive assessment covering the key concepts of cellular respiration

Unit 11: Mitosis

Unit Overview

This unit on "Mitosis" delves into the fundamental process of cell division in eukaryotic organisms, essential for growth, repair, and maintenance of all multicellular life. It begins with an understanding of chromosomes, the structures of DNA and proteins that are crucial for proper cell division. The unit then explores the stages of mitosis - prophase, metaphase, anaphase, and telophase - and highlights the significance of each stage in ensuring accurate and equal distribution of genetic material to daughter cells. The process of cytokinesis, which completes cell division by physically separating the cells, is also examined. By the end of this unit, students will have a comprehensive understanding of how mitosis contributes to the life cycle of cells and the implications of errors in this process, such as cancer.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

Day	Section	Key Concept	Lesson/Activity
1	**Chromosomes and DNA**	Structure and Function of Chromosomes	Lesson: Understanding the organization of DNA in chromosomes Activity: Building a model of a chromosome
2	**Stages of Mitosis**	The Process of Mitotic Cell Division	Lesson: Detailed exploration of the stages of mitosis Activity: Observing mitosis under a microscope
3	**Cytokinesis**	Physical Division of Cells	Lesson: Study of cytokinesis in cell division Activity: Simulating cytokinesis with cell models
4	**Implications of Mitosis**	Mitosis in Growth, Repair, and Cancer	Lesson: Role of mitosis in growth and repair, and its malfunction in cancer Activity: Case studies on cell division errors
5	**Unit Assessment**	Synthesis of Mitosis Concepts	Comprehensive assessment covering the key concepts of mitosis and its importance in cellular function

Unit 12: Meiosis

Unit Overview

This unit on "Meiosis" explores the specialized process of cell division essential for sexual reproduction. Unlike mitosis, meiosis reduces the chromosome number by half, producing haploid gametes (sperm and egg cells) from diploid parent cells. The unit begins with an understanding of sexual reproduction and the significance of chromosome numbers in haploid and diploid cells. It then delves into the intricate phases of meiosis I and II, emphasizing the roles of crossing over, homologous chromosome separation, and reduction division. Through this unit, students will gain insights into genetic diversity and the role of meiosis in reproduction, understanding how the fusion of gametes during fertilization restores the diploid chromosome number and contributes to genetic variation in offspring.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.d.
meiosis has a role in genetic variation between generations;

Day	Section	Key Concept	Lesson/Activity
1	**Sexual Reproduction and Chromosome Number**	Introduction to Meiosis and Chromosome Significance	Lesson: Fundamentals of sexual reproduction and chromosome numbers Activity: Identifying chromosome numbers in different organisms
2	**Meiosis I**	First Division in Meiosis	Lesson: Detailed study of prophase I, metaphase I, anaphase I, and telophase I Activity: Observing meiosis I stages under a microscope
3	**Meiosis II**	Second Division in Meiosis	Lesson: Exploration of prophase II, metaphase II, anaphase II, and telophase II Activity: Comparing meiosis II stages to meiosis I
4	**Genetic Variation**	Significance of Genetic Variation in Meiosis	Lesson: Understanding genetic variation due to crossing-over and independent assortment Activity: Simulating genetic variation in meiosis
5	**Unit Assessment**	Synthesis of Meiosis Concepts	Assessment: Evaluating understanding of meiosis, its stages, and its importance in sexual reproduction and genetic diversity

Unit 13: Chromosomal Disorders

Unit Overview

This unit on "Chromosomal Disorders" delves into the complexities and consequences of mutations in chromosome structure and number. It begins by revisiting key concepts like chromosomes, homologous chromosomes, karyotypes, and the processes of meiosis and mitosis. Students will explore different types of chromosomal mutations, including duplication, inversion, deletion, insertion, and translocation, and understand how these affect genetic material. The unit further discusses nondisjunction and its outcomes: aneuploidy, monosomy, trisomy, polyploidy, and mosaicism. These conditions, which result in an abnormal number of chromosomes, can lead to various genetic disorders. Through this unit, students will gain an in-depth understanding of how chromosomal abnormalities occur and their implications for human health.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.d.
meiosis has a role in genetic variation between generations;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Chromosomal Disorders**	Understanding Chromosomal Mutations	Lesson: Overview of chromosomal structures and mutations Activity: Identifying different chromosomal mutations using karyotype analysis
2	**Types of Chromosomal Mutations**	Detailed Study of Chromosomal Mutations	Lesson: In-depth exploration of duplication, inversion, deletion, insertion, and translocation Activity: Case studies of disorders caused by these mutations
3	**Nondisjunction and its Effects**	Aneuploidy and Related Conditions	Lesson: Mechanism and consequences of nondisjunction in meiosis and mitosis Activity: Analyzing the impact of monosomy and trisomy on human health
4	**Polyploidy and Mosaicism**	Complex Chromosomal Disorders	Lesson: Understanding polyploidy and mosaicism Activity: Research and presentation on disorders resulting from these conditions
5	**Unit Assessment**	Synthesis of Chromosomal Disorder Concepts	Assessment: Evaluating students' understanding of chromosomal disorders and their genetic implications

Unit 14: DNA

Unit Overview

The unit on DNA explores the structure and significance of Deoxyribonucleic Acid, the molecule fundamental to life. It traces the historical journey of DNA's discovery, from Gregor Mendel's early work with pea plants to the groundbreaking contributions of scientists like Frederick Griffith, Oswald Avery, and the famous duo, James Watson and Francis Crick. Students will learn about the chemical nature of DNA, the roles of nucleotides, and the double helix structure. This unit not only focuses on the scientific aspects of DNA but also on the collaborative nature of scientific discovery, emphasizing how numerous scientists contributed to our understanding of DNA's role in heredity and genetics.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

BIO.5.b.
the structural model of DNA has developed over time;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to DNA**	The Basic Structure of DNA	Lesson: Understanding the components of DNA Activity: Constructing a DNA model
2	**Historical Discoveries**	Early Research on DNA	Lesson: Study of contributions by Griffith, Avery, and others Activity: Timeline creation of DNA discovery
3	**The Double Helix**	Watson and Crick's Contribution	Lesson: The discovery of DNA's double helix structure Activity: Analyzing the impact of this discovery
4	**Understanding Genetics**	DNA and Genetic Inheritance	Lesson: DNA's role in genetics and heredity Activity: Genetics problem-solving exercises
5	**Unit Assessment**	Synthesis of DNA Concepts	Assessment: Evaluating understanding of DNA structure and history

Unit 15: DNA Replication

Unit Overview

This unit delves into the intricate process of DNA Replication, a fundamental mechanism in cellular biology. Students will explore how DNA replicates itself during cell division, ensuring genetic continuity. The unit revisits the structure of DNA to set the foundation for understanding replication. It explains the roles of various enzymes like Helicase and DNA Polymerase in the replication process and distinguishes between prokaryotic and eukaryotic DNA replication. By the end of the unit, students will comprehend the significance of accurate DNA replication for genetic stability and the prevention of disorders.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Replication**	DNA Structure Review	Lesson: Recap of DNA's structure Activity: Identifying DNA components
2	**Mechanism of Replication**	Unwinding and Separating DNA Chains	Lesson: Role of Helicase in DNA replication Activity: Enzyme function simulation
3	**DNA Synthesis**	Adding Complementary Bases	Lesson: DNA Polymerase and nucleotide pairing Activity: Modeling base pairing
4	**Completing Replication**	Formation of Identical DNA Molecules	Lesson: Semiconservative replication process Activity: Illustrating DNA replication steps
5	**Unit Assessment**	Synthesis of Replication Concepts	Assessment: Evaluate understanding of DNA replication process and its accuracy

Unit 16: RNA and Gene Expression

Unit Overview

This unit delves into RNA and gene expression, crucial elements in understanding how genetic information is converted into functional proteins. It covers the structure and types of RNA, including mRNA, tRNA, and rRNA, and their roles in protein synthesis. The unit explores the processes of transcription and translation, explaining how DNA's instructions are transcribed into RNA and then translated into proteins. By understanding these processes, students will grasp how genes dictate cellular functions and physical traits through protein synthesis.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.2.d.
protein synthesis is the process of forming proteins which influences inheritance and evolution;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to RNA**	RNA Structure and Types	Lesson: Differences between DNA and RNA Activity: Identifying RNA structures
2	**Transcription Process**	Transcription of DNA into RNA	Lesson: Mechanism of transcription Activity: Simulating transcription process
3	**Translation Process**	Protein Synthesis from RNA	Lesson: Role of mRNA, tRNA in translation Activity: Model building of translation
4	**Gene Expression and Regulation**	Role of RNA in Gene Expression	Lesson: Understanding gene regulation Activity: Case studies on gene expression
5	**Unit Assessment**	Synthesis of RNA and Gene Concepts	Assessment: Evaluation of students' understanding of RNA functions and gene expression

Unit 17: Gene Mutation

Unit Overview

This unit explores gene mutations, their types, and their effects on organisms. It covers the basics of DNA and RNA structure, followed by a detailed examination of different types of mutations, such as point mutations, insertions, deletions, frameshifts, and nonsense mutations. Students will learn how these mutations can lead to genetic disorders like Sickle Cell Anemia and Cystic Fibrosis, understanding the significance of mutations in genetics and health.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mutations**	Types of Gene Mutations	Lesson: Basics of gene mutations Activity: Identifying mutation types in DNA sequences
2	**Effects of Mutations**	Impact of Mutations	Lesson: How mutations affect gene expression Activity: Case studies on mutations and their consequences
3	**Sickle Cell Anemia**	Genetic Diseases and Mutations	Lesson: Study of Sickle Cell Anemia and its genetic basis Activity: Analysis of the mutation leading to Sickle Cell Anemia
4	**Cystic Fibrosis**	Mutation and Disease	Lesson: Exploring Cystic Fibrosis and its genetic causes Activity: Understanding the impact of mutations in cystic fibrosis
5	**Unit Assessment**	Synthesis of Mutations Concepts	Assessment: Evaluating understanding of gene mutations and their effects on organisms

Unit 18: Biology Midterm Assessment

Unit Overview

The Biology Midterm Assessment unit is a comprehensive review of key concepts and objectives covered in previous biology units. This review is essential for students to solidify their understanding of various biological principles, ranging from the fundamentals of life and cell structure to complex processes like DNA replication and gene expression. It is designed to ensure that students are well-prepared for the midterm assessment, equipped with a thorough grasp of the subject matter.

SOL Standards

All SOL Standards from Units 1-17.

Day	Section	Key Concept	Lesson/Activity
1	**Review of Units 1-5**	Basic Biology Concepts	Lesson: Overview of early biology history, characteristics of life, scientific method, biology technology, and biomolecules. Activity: Interactive quiz on basic biology concepts.
2	**Review of Units 6-10**	Cells, Photosynthesis, Respiration	Lesson: Deep dive into cell structure, types, and metabolic processes like photosynthesis and cellular respiration. Activity: Case studies on cellular functions and energy processes.
3	**Review of Units 11-13**	Cell Division and Chromosomal Disorders	Lesson: Exploration of mitosis, meiosis, and chromosomal disorders. Activity: Analysis of cell division scenarios and chromosomal mutation effects.
4	**Review of Units 14-16**	DNA, RNA, and Gene Expression	Lesson: Detailed study of DNA structure, replication, RNA types, and gene expression processes. Activity: Hands-on exercises in transcription and translation.
5	**Unit Assessment and Review**	Synthesis of Biological Concepts	Assessment: Comprehensive test covering all units. Review Session: Group discussion and clarification of complex topics.

Unit 19: Gene Technologies

Unit Overview

The "Gene Technologies" unit delves into the intricate and evolving field of genetic manipulation and its wide-ranging implications. This unit explores key concepts like the Human Genome Project, Genetic Engineering, and applications of Genetically Modified Organisms (GMOs). It also covers advanced techniques such as Polymerase Chain Reaction (PCR), DNA Fingerprinting, DNA Sequencing, and the ethical and practical aspects of cloning and stem cell research. The focus is on understanding how these technologies operate at a molecular level and their potential impact on healthcare, agriculture, and ethical debates in society.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.e.
synthetic biology has biological and ethical implications.

Day	Section	Key Concept	Lesson/Activity
1	**Human Genome Project**	Understanding Human Genetic Makeup	Lesson: History and findings of the Human Genome Project. Activity: Analyzing implications of genetic similarities and differences.
2	**Genetic Engineering & GMO**	Manipulation and Applications	Lesson: Techniques and applications of genetic engineering. Activity: Debating the ethical considerations of GMOs.
3	**Advanced Genetic Techniques**	PCR, DNA Fingerprinting, and Sequencing	Lesson: Exploration of PCR, DNA Fingerprinting, and DNA Sequencing methods. Activity: Practical exercises in genetic analysis.
4	**Cloning and Stem Cells**	Ethical and Scientific Aspects	Lesson: The process of cloning and the use of stem cells in research. Activity: Group discussion on the ethical implications of cloning and stem cell use.
5	**Unit Assessment**	Application of Genetic Technologies	Assessment: Test covering all unit concepts. Review Session: Interactive Q&A to clarify doubts and reinforce learning.

Unit 20: Heredity - Monohybrid

Unit Overview

The "Heredity – Monohybrid" unit explores the foundational principles of genetics through the work of Gregor Mendel. Focusing on monohybrid crosses, it elucidates how traits are passed from one generation to the next using simple genetic models. This unit delves into the concepts of alleles, dominance, genotypes, phenotypes, and the Law of Segregation, providing a clear understanding of how individual traits are inherited. Through practical examples and the use of Punnett squares, students will gain insights into predicting trait inheritance and understanding the probability of genetic outcomes.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Genetics**	Basics of Heredity	Lesson: Overview of genetics and Mendel's contributions. Activity: Identifying traits in pea plants.
2	**Understanding Alleles**	Dominance and Recessiveness	Lesson: Explaining alleles, dominant and recessive traits. Activity: Practicing allele identification.
3	**Genotypes and Phenotypes**	Genetic Combinations	Lesson: Differentiating between genotypes and phenotypes. Activity: Analyzing genetic combinations.
4	**The Punnett Square**	Predicting Genetic Outcomes	Lesson: Using Punnett squares for monohybrid crosses. Activity: Creating and analyzing Punnett squares.
5	**Unit Assessment and Review**	Application of Genetic Concepts	Review Session: Recap of key concepts. Assessment: Test on heredity principles and Punnett square applications.

Unit 21: Heredity - Dihybrid

Unit Overview

The lesson provides an overview of dihybrid crosses in genetics, explaining the Law of Independent Assortment and how it applies to the inheritance of two different gene pairs. It also introduces important vocabulary related to genetics and dihybrid crosses. Students are guided through the process of setting up a Punnett square for a dihybrid cross and calculating genotypic and phenotypic probabilities.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Dihybrid Cross**	Law of Independent Assortment	Explanation of dihybrid crosses
2	**Genetic Vocabulary**	Alleles, Dominant & Recessive Alleles	Vocabulary and concept clarification
3	**Dihybrid Punnett Squares**	Setting up Punnett Squares	How to create and use Punnett squares
4	**Genotypic and Phenotypic Probabilities**	Calculating probabilities	Calculation of genotypic and phenotypic probabilities
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment or synthesis of concepts

Unit 22: Heredity - Activity

Unit Overview

In this unit on Heredity, students engage in a comprehensive exploration of genetics through a series of interactive lessons and hands-on activities. The focus of the unit is on understanding monohybrid and dihybrid crosses, applying probability calculations to predict offspring traits, and collecting experimental data to compare with expected outcomes. Through Monohybrid Probability Activity I and Dihybrid Probability Activity II, students delve into the fascinating world of inherited traits, using coins and Punnett squares to simulate genetic inheritance. These activities not only provide a practical understanding of genetics but also emphasize the importance of data analysis and the concept of probability in predicting genetic outcomes. By the end of this unit, students will have a solid foundation in hereditary principles and data collection, enabling them to answer questions about the genetic inheritance of traits.

SOL Standards

BIO.1.c.1.
construct and interpret data tables showing independent and dependent variables, repeated trials, and means

BIO.1.c.2.
construct, analyze, and interpret graphical displays of data

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.c.4.
analyze data using tools, technologies, and/or models to make valid and reliable scientific claims or determine an optimal design solution

BIO.1.d.1.
make quantitative and/or qualitative claims regarding the relationship between dependent and independent variables

BIO.1.d.2.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Monohybrid Probability Activity**	Monohybrid Cross	Lesson: Understanding Monohybrid Crosses and Alleles Activity: Conducting Monohybrid Cross
2	**Monohybrid Probability Activity**	Probability Calculation	Lesson: Calculating Probabilities in Monohybrid Crosses Activity: Analyzing Data from Crosses
3	**Dihybrid Probability Activity**	Dihybrid Cross	Lesson: Exploring Dihybrid Crosses and Two Traits Activity: Conducting Dihybrid Cross
4	**Dihybrid Probability Activity**	Probability Calculation	Lesson: Calculating Probabilities in Dihybrid Crosses Activity: Analyzing Data from Crosses
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of Understanding of Monohybrid and Dihybrid Crosses Concepts

Unit 23: Heredity: Sex-Linked

Unit Overview

In this unit on Sex-Linked Traits, students delve into the fascinating world of genetics focusing on traits carried on the X and Y chromosomes. They explore the distinction between autosomes and sex chromosomes, with an emphasis on the significance of the 23rd pair of sex chromosomes, "XX" for females and "XY" for males. The unit pays tribute to the pioneering work of Thomas Hunt Morgan, who used Drosophila melanogaster (fruit fly) to demonstrate the linkage between chromosomes and heredity, particularly eye color and gender. Students gain insights into sex determination through meiosis, the importance of male gametes in determining offspring gender, and the concept of carriers for recessive sex-linked traits like hemophilia. Through a detailed example of a sex-linked cross for hemophilia, students learn about genotypic and phenotypic probabilities based on gender and offspring.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Sex-Linked Traits**	Understanding Sex Chromosomes	Lesson: Differentiating between autosomes and sex chromosomes Activity: Analyzing human sex chromosomes
2	**Thomas Hunt Morgan's Discoveries**	Linking Genes and Chromosomes	Lesson: Exploring Thomas Hunt Morgan's fruit fly experiments Activity: Analyzing outcomes of Morgan's crosses
3	**Sex Determination in Offspring**	Role of X and Y Chromosomes	Lesson: Understanding how gametes determine gender Activity: Punnett square for gender determination
4	**X-Linked Traits and Hemophilia**	Recessive Sex-Linked Traits	Lesson: Investigating hemophilia as a recessive sex-linked trait Activity: Punnett square for hemophilia
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment of knowledge on sex-linked traits and genetics principles

Unit 24: Heredity – Incomplete Dominance & Codominance

Unit Overview

In this unit on Incomplete Dominance and Codominance, students explore the complexities of genetic inheritance beyond complete dominance. The unit introduces the concept of incomplete dominance, where neither allele is completely dominant, resulting in a third phenotype that is a blend of the two alleles. Students learn how to represent genotypes and phenotypes for incomplete dominance traits using examples like snapdragon flower colors. Additionally, the unit covers codominance, where both alleles are expressed in a heterozygous genotype, resulting in a third phenotype with no blending of traits. The unit provides practical examples, Punnett squares, and probabilities for both incomplete dominance and codominance scenarios.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Incomplete Dominance**	Understanding Traits Expression	Lesson: Differentiating between complete dominance, incomplete dominance, and codominance Activity: Analyzing traits with complete dominance and incomplete dominance
2	**Incomplete Dominance**	Blending Traits	Lesson: Exploring the concept of incomplete dominance with snapdragon flower colors Activity: Punnett square for incomplete dominance
3	**Incomplete Dominance Practice**	Genotypic and Phenotypic Probabilities	Lesson: Calculating genotypic and phenotypic probabilities for incomplete dominance Activity: Practice with incomplete dominance crosses
4	**Introduction to Codominance**	Expression of Both Alleles	Lesson: Introducing codominance and its characteristics with roan coat color in horses Activity: Punnett square for codominance
5	**Unit Assessment**	Assessment of Knowledge	Assessment of knowledge on incomplete dominance, codominance, and their genetic implications

Unit 25: Heredity – Multiple Alleles

Unit Overview

In this unit on "Heredity - Multiple Alleles," students will delve into the complexities of genetic inheritance beyond simple dominant and recessive traits. They will start by understanding the concept of multiple alleles, where three or more alleles control a single trait, but only two are present in an individual's genotype. The focus will be on the ABO blood type system, demonstrating how multiple alleles contribute to various blood types. Students will learn to use Punnett squares to calculate genotypic and phenotypic probabilities for ABO blood types. The unit also introduces the challenges of polygenic inheritance, where multiple genes influence a single trait, such as skin color or height, adding an extra layer of complexity to the understanding of heredity. The unit assessment will evaluate students' knowledge of these advanced genetic concepts.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Multiple Alleles**	Understanding Multiple Alleles	Lesson: Explaining multiple alleles and their implications Activity: Analyzing human blood types (ABO system)
2	**Human Blood Types**	ABO Blood Types and Allele Combinations	Lesson: Understanding the ABO blood type system and associated genotypes Activity: Punnett square for ABO blood types
3	**Blood Type Cross Practice**	Genotypic and Phenotypic Probabilities	Lesson: Calculating genotypic and phenotypic probabilities for ABO blood types Activity: Practice with ABO blood type crosses
4	**Polygenic Inheritance**	Traits Controlled by Multiple Genes	Lesson: Introducing polygenic inheritance and its complexities Activity: Discussing polygenic traits like skin color and height
5	**Unit Assessment**	Assessment of Knowledge	Assessment of knowledge on multiple alleles and polygenic inheritance

Unit 26: Pedigrees

Unit Overview

In this unit on "Pedigrees," students will explore the use of pedigrees to trace the inheritance of traits within families and understand the genetics of various traits. They will learn about the symbols used in pedigrees, including squares for males, circles for females, and shading to represent traits or carriers. The unit covers three types of pedigrees: autosomal recessive, autosomal dominant, and X-linked recessive, providing insights into how different genetic traits are inherited. Students will practice determining the genotypes and phenotypes of individuals in pedigrees and predicting future generations. By the end of this unit, students will have a solid grasp of pedigree analysis and its applications in understanding genetic disorders within families.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Pedigrees and Symbols**	Introduction to Pedigrees	Lesson: Introduction to pedigrees, symbols, and their meanings. Activity: Practice identifying individuals in a pedigree.
2	**Autosomal Recessive Pedigrees**	Analyzing Autosomal Recessive Pedigrees	Lesson: Understanding autosomal recessive pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing autosomal recessive pedigrees.
3	**Autosomal Dominant Pedigrees**	Analyzing Autosomal Dominant Pedigrees	Lesson: Understanding autosomal dominant pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing autosomal dominant pedigrees.
4	**X-Linked Recessive Pedigrees**	Analyzing X-Linked Recessive Pedigrees	Lesson: Understanding X-linked recessive pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing X-linked recessive pedigrees.
5	**Unit Assessment**	Synthesis of Pedigree Concepts	Assessment: Evaluate students' ability to analyze and interpret pedigrees, predict genotypes and phenotypes, and apply pedigree analysis concepts.

Unit 27: Ecosystems

Unit Overview

In this unit, students will explore the diversity and interdependence of life within ecosystems. They will learn about the key concepts of biodiversity, succession, and different terrestrial biomes. The unit will also cover aquatic ecosystems. Throughout the week, students will engage in lessons and activities that deepen their understanding of these concepts, ultimately culminating in a unit assessment on Day 5.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.c.
ecosystems have succession patterns;

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Ecosystems**	Biodiversity	Lesson: Understanding Biodiversity in Ecosystems Activity: Biodiversity Scavenger Hunt
2	**Succession in Ecosystems**	Primary and Secondary Succession	Lesson: Exploring Primary and Secondary Succession Activity: Succession Simulation
3	**Terrestrial Biomes**	Tropical, Temperate, Polar Biomes	Lesson: Exploring Terrestrial Biomes Activity: Biome Mapping
4	**Aquatic Ecosystems**	Freshwater, Wetlands, Estuary, Marine	Lesson: Discovering Aquatic Ecosystems Activity: Aquatic Ecosystems Exploration
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment and Review

Unit 28: Energy in Ecosystems

Unit Overview

In this unit, students will delve into the concept of energy flow within ecosystems. They will explore how energy is acquired, transferred, and lost as it moves through different trophic levels, starting with producers and ending with top consumers. The unit will cover trophic levels, including producers, herbivores, carnivores, and omnivores, as well as decomposers. Students will also learn about food chains, food webs, and energy pyramids to understand the complex relationships among organisms in ecosystems.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Trophic Levels**	Energy Flow in Ecosystems	Lesson: Introduction to Trophic Levels Activity: Building a Food Chain
2	**Producers and Consumers**	Producers and Herbivores	Lesson: Understanding Producers and Herbivores Activity: Herbivore Role Play
3	**Carnivores and Omnivores**	Carnivores and Omnivores	Lesson: Exploring Carnivores and Omnivores Activity: Carnivore Scavenger Hunt
4	**Decomposers and Food Webs**	Decomposers and Food Webs	Lesson: Investigating Decomposers and Food Webs Activity: Food Web Creation
5	**Energy Pyramids and Unit Assessment**	Energy Pyramids and Review	Unit Assessment: Energy Flow in Ecosystems and Review

Unit 29: Cycling of Matter

Unit Overview

In this unit, students will explore the cycling of matter in ecosystems, focusing on the biogeochemical cycles of water, carbon, nitrogen, and phosphorus. They will learn how these essential substances move between the abiotic (nonliving) and biotic (living) components of ecosystems, contributing to the sustainability of life on Earth. The unit will emphasize the interconnectedness of these cycles and their significance for all organisms.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Water Cycle**	The Importance of Water	Lesson: Introduction to the Water Cycle Activity: Exploring Water's Role in Ecosystems
2	**Carbon Cycle**	Carbon and Oxygen Cycle	Lesson: Understanding the Carbon Cycle Activity: Role Play of Carbon in Ecosystems
3	**Nitrogen Cycle**	The Role of Nitrogen	Lesson: Investigating the Nitrogen Cycle Activity: Nitrogen Fixation and Decomposition
4	**Phosphorus Cycle**	The Slow Phosphorus Cycle	Lesson: Exploring the Phosphorus Cycle Activity: Phosphorus in Ecosystems
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Cycling of Matter in Ecosystems and Concept Synthesis

Unit 30: Population and Communities

Unit Overview

In this unit on "Populations and Communities," students will explore the characteristics of populations within ecosystems and how organisms interact in everyday life. They will learn about population size, density, dispersion, and the factors that influence population growth. Additionally, students will delve into the interactions between different species in a community, including competition, predation, herbivory, symbiosis, and coevolution. The concept of a species' niche and the impact of invasive species on ecosystems will also be covered.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.a.
interactions within and among populations include carrying capacities, limiting factors, and growth curves;

Day	Section	Key Concept	Lesson/Activity
1	**Population Characteristics**	Understanding Populations	Lesson: Introduction to populations Activity: Population size and density exploration
2	**Population Growth**	Factors Affecting Growth	Lesson: Factors influencing population growth Activity: Modeling exponential and logistic growth
3	**Communities**	Interactions in Communities	Lesson: Introduction to communities Activity: Simulating community interactions
4	**Niche and Competitive Exclusion**	Species' Roles	Lesson: Exploring species niches and competitive exclusion Activity: Niche specialization game
5	**Unit Assessment**	Unit Concepts Review	Assessment: Unit review and assessment

Unit 31: Environment

Unit Overview

In this unit, students will delve into the intricate relationship between humans and the environment. They will learn how vital the environment is for our survival, providing essential resources such as food, water, and shelter. The unit explores the growth of the human population and the factors influencing it, emphasizing the role of science and technology in sustaining this growth. Students will gain insight into different types of natural resources, distinguishing between renewable and nonrenewable ones. Furthermore, the unit examines pressing environmental issues, including air and water pollution, soil degradation, and habitat destruction, highlighting the consequences of human actions on both the environment and our health. Lastly, students will discover various environmental solutions, emphasizing conservation and restoration strategies, such as the "reduce, reuse, recycle" approach.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.a.
interactions within and among populations include carrying capacities, limiting factors, and growth curves;

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Environmental Science**	Importance of the Environment	Overview of environmental science and its importance
2	**Human Population Growth**	Factors Influencing Population Growth	Understanding factors behind population growth
3	**Natural Resources**	Renewable vs. Nonrenewable Resources	Differentiating between resource types
4	**Environmental Issues**	Impact of Human Activity on the Environment	Discussion on air and water pollution, soil damage, and habitat destruction
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment of knowledge and understanding

Unit 32: Ecology Application Research

Unit Overview

In this unit, you will delve into real-life ecological scenarios by researching two specific topics: Zebra Mussels and DDT. Zebra mussels are invasive species in the Great Lakes, and you will explore their characteristics and why they are of concern. Additionally, you will investigate the history and ecological impact of DDT, a chemical that has had significant effects on ecosystems. You will use provided resources and conduct independent research to answer questions related to these ecological issues. This unit aims to apply the knowledge gained in previous units to practical ecological situations.

SOL Standards

BIO.1.d.2.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.1.
compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem

BIO.1.f.2.
gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Zebra Mussels**	Understanding Zebra Mussels	Explore what Zebra Mussels are and their impact
2	**Zebra Mussels' Effects**	Ecological Impact of Zebra Mussels	Investigate the ecological consequences
3	**Introduction to DDT**	Understanding DDT and its History	Learn about DDT's history and usage
4	**DDT's Impact on Ecosystems**	Ecological Consequences of DDT Use	Examine the ecological repercussions
5	**Unit Assessment**	Synthesis of Unit Concepts	Assess comprehension and research skills

Unit 33: Evolution

Unit Overview

In this unit on Evolution, students will explore the concept of how species change over time and the key contributions made by Charles Darwin to our understanding of evolution. They will learn about Darwin's voyage on the HMS Beagle, the theory of natural selection, and various pieces of evidence that support the theory of evolution. The unit will also delve into microevolution and macroevolution, discussing concepts such as speciation, genetic drift, and adaptive radiation. The final part of the unit will cover the vocabulary related to evolution.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.d.6.
differentiate between a scientific hypothesis and theory

BIO.1.f.
obtaining, evaluating, and communicating information

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.6.a.
organisms have structural and biochemical similarities and differences;

BIO.7.a.
evidence is found in fossil records and through DNA analysis;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

BIO.7.c.
natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species;

BIO.7.d.
biological evolution has scientific evidence and explanations.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Evolution**	Understanding Evolution	Explore the concept of evolution
2	**Charles Darwin's Contributions**	Darwin's Theory of Natural Selection	Learn about Darwin's voyage and his theory
3	**Evidence for Evolution**	Supporting Evidence for Evolution	Examine various evidence for evolution
4	**Microevolution and Macroevolution**	Understanding Micro and Macroevolution	Discuss the differences and examples
5	**Unit Assessment**	Synthesis of Unit Concepts	Assess comprehension and application

Unit 34: Population Genetics

Unit Overview

This unit on Population Genetics delves into the study of evolution from a genetic perspective, exploring key concepts such as alleles, genotypes, phenotypes, genetic variation, and patterns of natural selection. Students will learn about the relationships between genotypes and phenotypes, the calculation of genotype and allele frequencies, and the Hardy-Weinberg Principle. Additionally, the unit discusses how various evolutionary forces, including gene flow, nonrandom mating, genetic drift, mutation, and natural selection, can impact allele frequencies within populations.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

BIO.7.c.
natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Genetics**	Understanding Alleles and Genotypes	Lesson: Introduction to alleles, genotypes, and phenotypes. Activity: Analyzing simple genetic traits.
2	**Genetic Variation**	Exploring Genetic Variation	Lesson: Genetic variation through meiosis, crossing-over, and mutation. Activity: Simulating genetic variation.
3	**Hardy-Weinberg Principle**	The Hardy-Weinberg Equilibrium	Lesson: Exploring the Hardy-Weinberg Principle and its equations. Activity: Calculating genotype and allele frequencies.
4	**Patterns of Natural Selection**	Patterns of Natural Selection	Lesson: Discussing directional, stabilizing, disruptive, and sexual selection. Activity: Analyzing examples of natural selection.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive examination of unit concepts and applications.

Unit 35: Taxonomy

Unit Overview

This unit on Taxonomy explores the science of naming and classifying organisms. It traces the historical development of taxonomy from Aristotle's early classifications to Carl Linnaeus's modern system of binomial nomenclature. The unit also covers the Linnaean system of classification, the eight levels of taxonomy (from domain to species), and the importance of scientific names. It delves into systematics, the study of evolutionary relationships, and the use of cladistics to determine phylogenies. Additionally, students learn how to use dichotomous keys for species identification.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.4.c.
the structures and functions can be compared;

BIO.4.d.
bacteria and viruses have a role in other organisms and the environment;

BIO.6.a.
organisms have structural and biochemical similarities and differences;

BIO.6.b.
fossil record interpretation can be used to classify organisms;

BIO.6.c.
developmental stages in different organisms can be used to classify organisms;

BIO.6.d.
Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;

BIO.6.e.
the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms;

BIO.6.f.
systems of classification are adaptable to new scientific discoveries.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Taxonomy**	Historical Development of Taxonomy	Lesson: Overview of taxonomy and its history. Activity: Discussing Aristotle's classifications.
2	**Carl Linnaeus and Binomial Nomenclature**	The Linnaean System	Lesson: Exploring Carl Linnaeus's system and binomial nomenclature. Activity: Practice naming organisms.
3	**Levels of Taxonomy**	The Eight Taxonomic Levels	Lesson: Detailed explanation of the eight levels of taxonomy. Activity: Classifying various organisms.
4	**Systematics and Phylogenetics**	Evolutionary Relationships	Lesson: Introduction to systematics and phylogenetic trees. Activity: Analyzing cladograms.
5	**Dichotomous Keys and Assessment**	Species Identification	Lesson: How to use dichotomous keys for identification. Assessment: Comprehensive unit assessment.

Unit 36: Second Semester Final

Unit Overview

The final semester of this biology course covers a wide range of topics, from gene technologies and heredity to ecosystems, evolution, population genetics, and taxonomy. Students are expected to master concepts such as genetic engineering, Mendelian genetics, ecological principles, and evolutionary processes. Each unit offers a comprehensive exploration of its respective subject matter, and students will need to demonstrate their understanding through a variety of assessments and activities. It is important for students to review and consolidate their knowledge of these diverse topics to succeed in the final assessment and conclude the course successfully.

SOL Standards

All SOL standards from Units 19-35.

Day	Section	Key Concept	Lesson/Activity
1	**Units 19-22**	Human Genome Project, Genetic Engineering	- Introduction to the Human Genome Project and genetic engineering. - Discuss key findings and principles. - Exploring Gregor Mendel's experiments and understanding genetic traits. - Analyze Punnett squares for monohybrid crosses.
2	**Units 23-26**	Sex-Linked Traits, Incomplete Dominance, Codominance, Multiple Alleles	- Understand sex-linked traits and how they affect genetic inheritance. - Solve genetic problems involving sex-linked traits. - Learn about incomplete dominance and codominance in genetic traits. - Solve genetic problems involving incomplete dominance and codominance. - Differentiate between multiple allele traits and polygenic traits. - Solve genetic problems involving multiple allele crosses.
3	**Units 27-29**	Ecosystem Levels, Energy Flow, Nutrient Cycles	- Describe the levels of organization for an ecosystem and biodiversity. - Distinguish between primary succession and secondary succession, and discuss different terrestrial biomes. - Understand the roles of producers, consumers, and decomposers in an ecosystem, and compare food chains and food webs. - Analyze a food chain and food web in terms of trophic level, nutrition, and energy, and describe an energy pyramid. - Explore nutrient cycles, including the water cycle, carbon cycle, nitrogen cycle, and phosphorus cycle.
4	**Units 30-34**	Population Growth, Community Interactions, Environmental Science, Conservation, Invasive Species, Biomagnification, Pollution	- Differentiate between exponential and logistic growth, and describe factors affecting population size. - Compare and contrast various ecological interactions such as parasitism, predation, mutualism, and commensalism. - Describe environmental science, factors contributing to population growth, and renewable and nonrenewable resources. - Discuss the effects of air pollution, water pollution, and the importance of soil conservation, conservation, and restoration. - Explore the concept of invasive species, biomagnification, and the effects of pollution on ecosystems.
5	**Unit Assessment**	Synthesis of Unit Concepts	- Comprehensive unit assessment to evaluate knowledge and understanding of all topics covered.

JEFFERSON COUNTY
Educational Service Center
Virtual
Learning
Academy

Virtual Learning Academy

Science

Chemistry

Unit 1: What is Chemistry?

Unit Overview

Chemistry is a fascinating and diverse field of science that focuses on the study of matter, its properties, and the changes it undergoes. This course provides an in-depth exploration into various branches of chemistry including organic, inorganic, analytical, and physical chemistry. Students will engage in both theoretical learning and practical applications through virtual lab exercises. By studying chemistry, learners gain insights into the fundamental processes that govern the physical world, from the molecular level to complex systems in nature and technology.

SOL Standards

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Chemistry**	Understanding the basics of matter and energy	Lesson: Overview of Chemistry Activity: Explore basic concepts in virtual lab
2	**Types of Chemistry**	Diverse branches of Chemistry	Lesson: Study of different branches Activity: Case studies in each branch
3	**Qualitative and Quantitative**	Differences in chemical analysis	Lesson: Theory of qualitative and quantitative analysis Activity: Analyzing sample data
4	**Levels of Study**	Pure and Applied Science	Lesson: Understanding pure and applied science in chemistry Activity: Real-world applications of chemistry
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering all unit topics

Unit 2: How Do We Study Chemistry?

Unit Overview

In this unit, we delve into how chemistry is studied, emphasizing the scientific methods, measurements, and the importance of accuracy and precision. Understanding the scientific method and the metric system forms the foundation of chemistry, enabling us to systematically explore and measure the world around us. This unit will guide students through the processes of observation, experimentation, and interpretation that are central to chemical inquiry. Emphasizing practical skills, we'll explore how chemists utilize these methods to make meaningful contributions across various fields, from healthcare to environmental science.

SOL Standards

CH.1.a.1.
ask questions that arise from careful observation of phenomena, examination of a model or theory, unexpected results, and/or to seek additional information

CH.1.a.2.
determine which questions can be investigated within the scope of the school laboratory

CH.1.a.3.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

CH.1.a.4.
generate hypotheses based on research and scientific principles

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.6.
differentiate between accuracy and precision of measurements

CH.1.c.7.
consider limitations of data analysis when analyzing and interpreting data

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solution**s**

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Scientific Method**	Exploring the structured process of scientific inquiry	Lesson: Fundamentals of the Scientific Method Activity: Interactive exercises on forming hypotheses and designing experiments
2	**The Metric System**	Understanding and applying the metric system in chemistry	Lesson: Detailed study of the metric system Activity: Practical exercises on using metric units for measurement
3	**Accuracy and Precision**	Differentiating and achieving accuracy and precision in measurements	Lesson: Theories of accuracy and precision Activity: Experiments emphasizing accuracy and precision
4	**Mathematical Skills in Chemistry**	Role of mathematics in chemical measurements	Lesson: Application of mathematical concepts in chemistry Activity: Using rulers, balances, and measuring cups in practical scenarios
5	**Unit Assessment**	Synthesis and application of unit concepts	Comprehensive assessment covering all unit topics

Unit 3: Describing Matter

Unit Overview

This unit dives into the essential topic of describing matter in chemistry. Building on the previous units, we explore what matter is and how it's characterized. The focus is on differentiating between various types of properties of matter - physical versus chemical, and extensive versus intensive. Students will learn to identify and measure these properties, understanding how they help in describing matter. Through engaging lessons and practical lab exercises, students will deepen their comprehension of how chemists categorize and interpret the world of matter, providing a foundation for more advanced chemical concepts.

SOL Standards

CH.1.a.3.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

CH.1.a.4.
generate hypotheses based on research and scientific principles

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.1.
record and present data in an organized format that communicates relationships and quantities in appropriate mathematical or algebraic forms

CH.1.c.3.
solve problems using mathematical manipulations including the International System of Units (SI), scientific notation, derived units, significant digits, and dimensional analysis

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.e.3.
use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Day	Section	Key Concept	Lesson/Activity
1	**What is Matter?**	Defining and identifying matter	Lesson: Introduction to Matter Activity: Identifying examples of matter and non-matter in everyday objects
2	**Properties of Matter**	Understanding physical and chemical properties	Lesson: Differentiating between physical and chemical properties Activity: Classifying properties of common substances
3	**Extensive and Intensive Properties**	Differentiating between extensive and intensive properties	Lesson: Exploring extensive and intensive properties Activity: Experiments measuring various properties of substances
4	**Describing Matter in Chemistry**	How chemists describe and study matter	Lesson: Methods of describing matter in chemistry Activity: Practical exercises in measuring and recording properties
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering concepts from the entire unit

Unit 4: Types of Matter

Unit Overview

In this unit, we explore the classification of matter in chemistry, focusing on its composition and state. Students will delve into the two primary ways chemists classify matter: by type (pure substances and mixtures) and by phase (solid, liquid, gas). The unit aims to deepen understanding of how matter is categorized based on its physical and chemical makeup, a fundamental aspect in the field of chemistry. Through interactive lessons and engaging activities, students will learn to distinguish between elements, compounds, and mixtures, and understand their various properties and behaviors.

SOL Standards

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.e.3.
use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

CH.3.a.
chemical formulas are models used to represent the number of each type of atom in a substance;

Day	Section	Key Concept	Lesson/Activity
1	**Classification of Matter**	Understanding how matter is classified	Lesson: Introduction to Classifying Matter Activity: Identifying different types of matter in everyday life
2	**Pure Substances**	Exploring elements and compounds	Lesson: Distinguishing between Elements and Compounds Activity: Interactive exploration of the Periodic Table
3	**Mixtures**	Understanding homogeneous and heterogeneous mixtures	Lesson: The Concept of Mixtures Activity: Identifying mixtures and their characteristics
4	**Separation Techniques**	Techniques for separating mixtures	Lesson: Methods of Separating Mixtures Activity: Experiments on separation techniques
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering all unit topics

Unit 5: Phases of Matter

Unit Overview

Unit 5 in Chemistry delves into the fascinating study of the phases of matter, exploring how matter is classified based on its structure. Building on the previous unit's focus on the composition of matter, this unit shifts to the physical states of matter: solids, liquids, and gases. Students will explore the characteristics and behaviors of these phases, understand phase changes like melting, freezing, and boiling, and learn how temperature and pressure affect these states. Through interactive lessons and hands-on activities, students will deepen their understanding of the dynamic nature of matter and its different forms in our daily lives.

SOL Standards

CH.1.a.3.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

CH.1.a.4.
generate hypotheses based on research and scientific principles

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

CH.6.a.
pressure and temperature define the phase of a substance;

CH.6.c.
intermolecular forces affect physical properties.

CH.7.a.
heat energy affects matter and interactions of matter;

CH.7.b.
heating curves provide information about a substance;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Phases of Matter**	Characteristics of Solids, Liquids, and Gases	Lesson: Overview of the Phases of Matter Activity: Observing examples of solids, liquids, and gases
2	**Phase Changes**	Understanding Melting, Freezing, and Vaporization	Lesson: Study of Phase Changes Activity: Experiments demonstrating melting, freezing, and boiling
3	**Phase Diagrams**	Reading and Interpreting Phase Diagrams	Lesson: Learning to Read Phase Diagrams Activity: Analyzing different phase diagrams
4	**Particle Diagrams in Phases**	Representing Phases of Matter in Particle Diagrams	Lesson: Particle Movement in Different Phases Activity: Creating particle diagrams for various phases
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering all unit topics

Unit 6: Changes in Matter

Unit Overview

In this unit, we delve into the intriguing world of changes in matter, exploring the distinction between physical and chemical changes. Building on the concepts of matter's composition and phases, this unit focuses on understanding how matter interacts and transforms. Students will learn to identify and differentiate between physical changes, which do not alter the identity of the substance, and chemical changes, where new substances with different properties are formed. Through insightful lessons and practical lab activities, students will observe and analyze these transformations, enhancing their understanding of matter's dynamic nature and the fundamental principles governing these changes.

SOL Standards

CH.1.a.3.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

CH.1.a.4.
generate hypotheses based on research and scientific principles

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.
interpreting, analyzing, and evaluating data

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

CH.1.e.3.
use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

CH.3.c.
balanced chemical equations model rearrangement of atoms in chemical reactions;

CH.3.f.
reaction types can be predicted and classified.

CH.7.a.
heat energy affects matter and interactions of matter;

CH.7.c.
reactions are endothermic or exothermic;

CH.7.d.
energy changes in reactions occur as bonds are broken and formed;

CH.7.f.
rates of reactions depend on catalysts and activation energy;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Changes in Matter**	Understanding Physical and Chemical Changes	Lesson: Concepts of Physical and Chemical Changes Activity: Observing and classifying changes in matter
2	**Physical Changes**	Exploring the Nature of Physical Changes	Lesson: Characteristics of Physical Changes Activity: Experiments demonstrating physical changes
3	**Chemical Changes**	Identifying and Analyzing Chemical Changes	Lesson: Indicators and Effects of Chemical Changes Activity: Experiments observing chemical reactions
4	**Conservation of Matter**	Law of Conservation of Matter in Changes	Lesson: The Principle of Conservation of Matter Activity: Analyzing matter conservation in reactions
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering concepts of changes in matter

Unit 7: Historical Models of the Atom

Unit Overview

In this unit, we explore the historical development of the atomic model, tracing back to the philosophical beginnings of the atom concept and progressing through scientific advancements. Students will delve into the origins of atomic theory, examining key experiments and theories that shaped our understanding of the atom. This journey through history highlights the evolution of atomic models, from Dalton's postulates to Thomson's plum pudding model and Rutherford's nuclear model, providing insights into how scientific theories develop and change over time. By exploring these models, students will gain a deeper appreciation of the atom's role as the fundamental building block of matter.

SOL Standards

CH.1.c.2.
use data in building and revising models, supporting explanations for phenomena, or testing solutions to problems

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.e.1.
evaluate the merits and limitations of models

CH.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

CH.1.e.3.
use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

CH.2.e.
historical and quantum models.

Day	Section	Key Concept	Lesson/Activity
1	**Origins of the Atom Concept**	Philosophical and Early Scientific Views on Atoms	Lesson: From Democritus to Dalton Activity: Exploring the evolution of atomic concepts
2	**Dalton's Atomic Theory**	Understanding Dalton's Postulates	Lesson: Dalton's Postulates and their Impact Activity: Analyzing the laws of chemical reaction
3	**Thomson's Model of the Atom**	Discovery of the Electron	Lesson: Thomson's Cathode Ray Experiments Activity: Investigating the Plum Pudding Model
4	**Rutherford's Nuclear Model**	The Nucleus and Rutherford's Gold Foil Experiment	Lesson: Rutherford's Contribution to Atomic Theory Activity: Simulating the Gold Foil Experiment
5	**Unit Assessment**	Synthesis of Historical Atomic Models	Comprehensive assessment on the historical models of the atom

Unit 8: The Planetary Model of the Atom

Unit Overview

This unit delves into the Planetary Model of the Atom, a significant advancement in atomic theory that provides a more comprehensive understanding of atomic structure. Building upon the discoveries of Rutherford, Chadwick, and Bohr, this model brings together the concepts of protons, neutrons, and energy levels to explain the behavior of electrons and the structure of the nucleus. Through this unit, students will explore the experimental evidence that led to the formation of the Planetary Model, including the complexities of atomic structure and the role of subatomic particles. This exploration will enhance their grasp of the atom's intricate architecture and the principles governing atomic interactions.

SOL Standards

CH.1.a.3.
make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated

CH.1.a.4.
generate hypotheses based on research and scientific principles

CH.1.b.2.
plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations

CH.1.b.3.
select and use appropriate tools and technology to collect, record, analyze, and evaluate data

CH.1.c.2.
use data in building and revising models, supporting explanations for phenomena, or testing solutions to problems

CH.1.c.4.
analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

CH.1.c.5.
analyze data graphically and use graphs to make predictions

CH.1.c.8.
analyze data to optimize a design

CH.1.d.1.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources

CH.1.d.2.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions

CH.1.d.5.
differentiate between scientific hypothesis, theory, and law

CH.1.e.1.
evaluate the merits and limitations of models

CH.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

CH.1.e.3.
use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets

CH.1.f.3.
communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

CH.2.e.
historical and quantum models.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Planetary Model**	Evolution of the Atomic Model	Lesson: From Nuclear to Planetary Model Activity: Analyzing Rutherford and Chadwick's experiments
2	**Understanding the Nucleus**	Discoveries of Protons and Neutrons	Lesson: Protons and Neutrons in the Nucleus Activity: Exploring the Gold Foil and Beryllium Experiments
3	**Bohr's Contributions**	The Concept of Energy Levels and Electron Orbits	Lesson: Bohr's Model and Hydrogen Spectra Activity: Simulating the Hydrogen Emission Spectra
4	**The Planetary Model**	Synthesizing the Components of the Atom	Lesson: Structure and Function of the Planetary Model Activity: Constructing Planetary Model Diagrams
5	**Unit Assessment**	Synthesis of Atomic Structure Concepts	Comprehensive assessment on the Planetary Model of the Atom

Unit 9: Quarterly Exam 1

Unit Overview

Quarterly Exam 1 serves as a comprehensive review of the key terms and concepts covered in the first eight units of this chemistry course. This unit integrates the foundational aspects of chemistry, from the basic definition and study of matter to the intricate models of the atom. Students will revisit and consolidate their understanding of various fields within chemistry, the scientific method, matter's properties and phases, types of changes in matter, and the evolution of atomic theory. This exam not only tests their knowledge but also reinforces their understanding of chemistry's fundamental principles.

SOL Standards

The Quarterly Exam covers all SOL Standards from Units 1-8.

Day	Section	Key Concept	Lesson/Activity
1	**Review of Units 1 & 2**	Basic Chemistry Concepts and Study Methods	Lesson: Overview of Chemistry and Scientific Method Activity: Quizlet on Key Terms and Concepts
2	**Review of Units 3 & 4**	Describing and Classifying Matter	Lesson: Properties and Types of Matter Activity: Group Discussion on Matter Classification
3	**Review of Unit 5**	Phases of Matter	Lesson: Review of Solids, Liquids, and Gases Activity: Interactive Phases of Matter Exercise
4	**Review of Units 6 & 7**	Changes in Matter and Atomic Models	Lesson: Changes in Matter and Historical Atomic Models Activity: Analyzing Historical Experiments
5	**Review and Unit Assessment**	Synthesis of Unit Concepts	Comprehensive review and assessment covering all unit topics

Unit 10: Cellular Respiration

Unit Overview

This unit on "Cellular Respiration" explores the vital process by which cells convert nutrients into energy. Starting with a focus on mitochondria, the powerhouse of the cell, the unit delves into the stages of cellular respiration, including glycolysis, the citric acid cycle, and the electron transport chain. You will learn how these processes efficiently convert glucose into ATP, the energy currency of the cell. The unit also covers the distinction between aerobic and anaerobic respiration, highlighting how cells adapt to varying oxygen levels. Through this exploration, you will gain a deeper understanding of cellular metabolism and its critical role in sustaining life, enhancing your knowledge of how organisms generate and utilize energy at the cellular level.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.e.
the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

BIO.3.c.
cell structures and processes are involved in cell growth and division;

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mitochondria**	The Role of Mitochondria in Cellular Respiration	Lesson: Structure and function of mitochondria Activity: 3D model construction of mitochondria
2	**Glycolysis and Aerobic Respiration**	Energy Production Processes in Cells	Lesson: Detailed study of glycolysis and aerobic respiration Activity: Simulating glycolysis in the lab
3	**The Citric Acid Cycle and ETC**	Advanced Stages of Cellular Respiration	Lesson: Exploring the citric acid cycle and electron transport chain Activity: Interactive biochemical pathway mapping
4	**Anaerobic Respiration**	Alternative Respiration Mechanisms	Lesson: Understanding anaerobic respiration and fermentation Activity: Experiment on fermentation in yeast cells
5	**Unit Assessment**	Synthesis of Cellular Respiration Concepts	Comprehensive assessment covering the key concepts of cellular respiration

Unit 11: Mitosis

Unit Overview

This unit on "Mitosis" delves into the fundamental process of cell division in eukaryotic organisms, essential for growth, repair, and maintenance of all multicellular life. It begins with an understanding of chromosomes, the structures of DNA and proteins that are crucial for proper cell division. The unit then explores the stages of mitosis - prophase, metaphase, anaphase, and telophase - and highlights the significance of each stage in ensuring accurate and equal distribution of genetic material to daughter cells. The process of cytokinesis, which completes cell division by physically separating the cells, is also examined. By the end of this unit, students will have a comprehensive understanding of how mitosis contributes to the life cycle of cells and the implications of errors in this process, such as cancer.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

Day	Section	Key Concept	Lesson/Activity
1	**Chromosomes and DNA**	Structure and Function of Chromosomes	Lesson: Understanding the organization of DNA in chromosomes Activity: Building a model of a chromosome
2	**Stages of Mitosis**	The Process of Mitotic Cell Division	Lesson: Detailed exploration of the stages of mitosis Activity: Observing mitosis under a microscope
3	**Cytokinesis**	Physical Division of Cells	Lesson: Study of cytokinesis in cell division Activity: Simulating cytokinesis with cell models
4	**Implications of Mitosis**	Mitosis in Growth, Repair, and Cancer	Lesson: Role of mitosis in growth and repair, and its malfunction in cancer Activity: Case studies on cell division errors
5	**Unit Assessment**	Synthesis of Mitosis Concepts	Comprehensive assessment covering the key concepts of mitosis and its importance in cellular function

Unit 12: Meiosis

Unit Overview

This unit on "Meiosis" explores the specialized process of cell division essential for sexual reproduction. Unlike mitosis, meiosis reduces the chromosome number by half, producing haploid gametes (sperm and egg cells) from diploid parent cells. The unit begins with an understanding of sexual reproduction and the significance of chromosome numbers in haploid and diploid cells. It then delves into the intricate phases of meiosis I and II, emphasizing the roles of crossing over, homologous chromosome separation, and reduction division. Through this unit, students will gain insights into genetic diversity and the role of meiosis in reproduction, understanding how the fusion of gametes during fertilization restores the diploid chromosome number and contributes to genetic variation in offspring.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.d.
meiosis has a role in genetic variation between generations;

Day	Section	Key Concept	Lesson/Activity
1	**Sexual Reproduction and Chromosome Number**	Introduction to Meiosis and Chromosome Significance	Lesson: Fundamentals of sexual reproduction and chromosome numbers Activity: Identifying chromosome numbers in different organisms
2	**Meiosis I**	First Division in Meiosis	Lesson: Detailed study of prophase I, metaphase I, anaphase I, and telophase I Activity: Observing meiosis I stages under a microscope
3	**Meiosis II**	Second Division in Meiosis	Lesson: Exploration of prophase II, metaphase II, anaphase II, and telophase II Activity: Comparing meiosis II stages to meiosis I
4	**Genetic Variation**	Significance of Genetic Variation in Meiosis	Lesson: Understanding genetic variation due to crossing-over and independent assortment Activity: Simulating genetic variation in meiosis
5	**Unit Assessment**	Synthesis of Meiosis Concepts	Assessment: Evaluating understanding of meiosis, its stages, and its importance in sexual reproduction and genetic diversity

Unit 13: Chromosomal Disorders

Unit Overview

This unit on "Chromosomal Disorders" delves into the complexities and consequences of mutations in chromosome structure and number. It begins by revisiting key concepts like chromosomes, homologous chromosomes, karyotypes, and the processes of meiosis and mitosis. Students will explore different types of chromosomal mutations, including duplication, inversion, deletion, insertion, and translocation, and understand how these affect genetic material. The unit further discusses nondisjunction and its outcomes: aneuploidy, monosomy, trisomy, polyploidy, and mosaicism. These conditions, which result in an abnormal number of chromosomes, can lead to various genetic disorders. Through this unit, students will gain an in-depth understanding of how chromosomal abnormalities occur and their implications for human health.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.d.
meiosis has a role in genetic variation between generations;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Chromosomal Disorders**	Understanding Chromosomal Mutations	Lesson: Overview of chromosomal structures and mutations Activity: Identifying different chromosomal mutations using karyotype analysis
2	**Types of Chromosomal Mutations**	Detailed Study of Chromosomal Mutations	Lesson: In-depth exploration of duplication, inversion, deletion, insertion, and translocation Activity: Case studies of disorders caused by these mutations
3	**Nondisjunction and its Effects**	Aneuploidy and Related Conditions	Lesson: Mechanism and consequences of nondisjunction in meiosis and mitosis Activity: Analyzing the impact of monosomy and trisomy on human health
4	**Polyploidy and Mosaicism**	Complex Chromosomal Disorders	Lesson: Understanding polyploidy and mosaicism Activity: Research and presentation on disorders resulting from these conditions
5	**Unit Assessment**	Synthesis of Chromosomal Disorder Concepts	Assessment: Evaluating students' understanding of chromosomal disorders and their genetic implications

Unit 14: DNA

Unit Overview

The unit on DNA explores the structure and significance of Deoxyribonucleic Acid, the molecule fundamental to life. It traces the historical journey of DNA's discovery, from Gregor Mendel's early work with pea plants to the groundbreaking contributions of scientists like Frederick Griffith, Oswald Avery, and the famous duo, James Watson and Francis Crick. Students will learn about the chemical nature of DNA, the roles of nucleotides, and the double helix structure. This unit not only focuses on the scientific aspects of DNA but also on the collaborative nature of scientific discovery, emphasizing how numerous scientists contributed to our understanding of DNA's role in heredity and genetics.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

BIO.5.b.
the structural model of DNA has developed over time;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to DNA**	The Basic Structure of DNA	Lesson: Understanding the components of DNA Activity: Constructing a DNA model
2	**Historical Discoveries**	Early Research on DNA	Lesson: Study of contributions by Griffith, Avery, and others Activity: Timeline creation of DNA discovery
3	**The Double Helix**	Watson and Crick's Contribution	Lesson: The discovery of DNA's double helix structure Activity: Analyzing the impact of this discovery
4	**Understanding Genetics**	DNA and Genetic Inheritance	Lesson: DNA's role in genetics and heredity Activity: Genetics problem-solving exercises
5	**Unit Assessment**	Synthesis of DNA Concepts	Assessment: Evaluating understanding of DNA structure and history

Unit 15: DNA Replication

Unit Overview

This unit delves into the intricate process of DNA Replication, a fundamental mechanism in cellular biology. Students will explore how DNA replicates itself during cell division, ensuring genetic continuity. The unit revisits the structure of DNA to set the foundation for understanding replication. It explains the roles of various enzymes like Helicase and DNA Polymerase in the replication process and distinguishes between prokaryotic and eukaryotic DNA replication. By the end of the unit, students will comprehend the significance of accurate DNA replication for genetic stability and the prevention of disorders.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Replication**	DNA Structure Review	Lesson: Recap of DNA's structure Activity: Identifying DNA components
2	**Mechanism of Replication**	Unwinding and Separating DNA Chains	Lesson: Role of Helicase in DNA replication Activity: Enzyme function simulation
3	**DNA Synthesis**	Adding Complementary Bases	Lesson: DNA Polymerase and nucleotide pairing Activity: Modeling base pairing
4	**Completing Replication**	Formation of Identical DNA Molecules	Lesson: Semiconservative replication process Activity: Illustrating DNA replication steps
5	**Unit Assessment**	Synthesis of Replication Concepts	Assessment: Evaluate understanding of DNA replication process and its accuracy

Unit 16: RNA and Gene Expression

Unit Overview

This unit delves into RNA and gene expression, crucial elements in understanding how genetic information is converted into functional proteins. It covers the structure and types of RNA, including mRNA, tRNA, and rRNA, and their roles in protein synthesis. The unit explores the processes of transcription and translation, explaining how DNA's instructions are transcribed into RNA and then translated into proteins. By understanding these processes, students will grasp how genes dictate cellular functions and physical traits through protein synthesis.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.2.b.
macromolecules have roles in maintaining life processes;

BIO.2.d.
protein synthesis is the process of forming proteins which influences inheritance and evolution;

BIO.5.a.
DNA has structure and is the foundation for protein synthesis;

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to RNA**	RNA Structure and Types	Lesson: Differences between DNA and RNA Activity: Identifying RNA structures
2	**Transcription Process**	Transcription of DNA into RNA	Lesson: Mechanism of transcription Activity: Simulating transcription process
3	**Translation Process**	Protein Synthesis from RNA	Lesson: Role of mRNA, tRNA in translation Activity: Model building of translation
4	**Gene Expression and Regulation**	Role of RNA in Gene Expression	Lesson: Understanding gene regulation Activity: Case studies on gene expression
5	**Unit Assessment**	Synthesis of RNA and Gene Concepts	Assessment: Evaluation of students' understanding of RNA functions and gene expression

Unit 17: Gene Mutation

Unit Overview

This unit explores gene mutations, their types, and their effects on organisms. It covers the basics of DNA and RNA structure, followed by a detailed examination of different types of mutations, such as point mutations, insertions, deletions, frameshifts, and nonsense mutations. Students will learn how these mutations can lead to genetic disorders like Sickle Cell Anemia and Cystic Fibrosis, understanding the significance of mutations in genetics and health.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mutations**	Types of Gene Mutations	Lesson: Basics of gene mutations Activity: Identifying mutation types in DNA sequences
2	**Effects of Mutations**	Impact of Mutations	Lesson: How mutations affect gene expression Activity: Case studies on mutations and their consequences
3	**Sickle Cell Anemia**	Genetic Diseases and Mutations	Lesson: Study of Sickle Cell Anemia and its genetic basis Activity: Analysis of the mutation leading to Sickle Cell Anemia
4	**Cystic Fibrosis**	Mutation and Disease	Lesson: Exploring Cystic Fibrosis and its genetic causes Activity: Understanding the impact of mutations in cystic fibrosis
5	**Unit Assessment**	Synthesis of Mutations Concepts	Assessment: Evaluating understanding of gene mutations and their effects on organisms

Unit 18: Biology Midterm Assessment

Unit Overview

The Biology Midterm Assessment unit is a comprehensive review of key concepts and objectives covered in previous biology units. This review is essential for students to solidify their understanding of various biological principles, ranging from the fundamentals of life and cell structure to complex processes like DNA replication and gene expression. It is designed to ensure that students are well-prepared for the midterm assessment, equipped with a thorough grasp of the subject matter.

SOL Standards

All SOL Standards from Units 1-17.

Day	Section	Key Concept	Lesson/Activity
1	**Review of Units 1-5**	Basic Biology Concepts	Lesson: Overview of early biology history, characteristics of life, scientific method, biology technology, and biomolecules. Activity: Interactive quiz on basic biology concepts.
2	**Review of Units 6-10**	Cells, Photosynthesis, Respiration	Lesson: Deep dive into cell structure, types, and metabolic processes like photosynthesis and cellular respiration. Activity: Case studies on cellular functions and energy processes.
3	**Review of Units 11-13**	Cell Division and Chromosomal Disorders	Lesson: Exploration of mitosis, meiosis, and chromosomal disorders. Activity: Analysis of cell division scenarios and chromosomal mutation effects.
4	**Review of Units 14-16**	DNA, RNA, and Gene Expression	Lesson: Detailed study of DNA structure, replication, RNA types, and gene expression processes. Activity: Hands-on exercises in transcription and translation.
5	**Unit Assessment and Review**	Synthesis of Biological Concepts	Assessment: Comprehensive test covering all units. Review Session: Group discussion and clarification of complex topics.

Unit 19: Gene Technologies

Unit Overview

The "Gene Technologies" unit delves into the intricate and evolving field of genetic manipulation and its wide-ranging implications. This unit explores key concepts like the Human Genome Project, Genetic Engineering, and applications of Genetically Modified Organisms (GMOs). It also covers advanced techniques such as Polymerase Chain Reaction (PCR), DNA Fingerprinting, DNA Sequencing, and the ethical and practical aspects of cloning and stem cell research. The focus is on understanding how these technologies operate at a molecular level and their potential impact on healthcare, agriculture, and ethical debates in society.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.e.
synthetic biology has biological and ethical implications.

Day	Section	Key Concept	Lesson/Activity
1	**Human Genome Project**	Understanding Human Genetic Makeup	Lesson: History and findings of the Human Genome Project. Activity: Analyzing implications of genetic similarities and differences.
2	**Genetic Engineering & GMO**	Manipulation and Applications	Lesson: Techniques and applications of genetic engineering. Activity: Debating the ethical considerations of GMOs.
3	**Advanced Genetic Techniques**	PCR, DNA Fingerprinting, and Sequencing	Lesson: Exploration of PCR, DNA Fingerprinting, and DNA Sequencing methods. Activity: Practical exercises in genetic analysis.
4	**Cloning and Stem Cells**	Ethical and Scientific Aspects	Lesson: The process of cloning and the use of stem cells in research. Activity: Group discussion on the ethical implications of cloning and stem cell use.
5	**Unit Assessment**	Application of Genetic Technologies	Assessment: Test covering all unit concepts. Review Session: Interactive Q&A to clarify doubts and reinforce learning.

Unit 20: Heredity - Monohybrid

Unit Overview

The "Heredity – Monohybrid" unit explores the foundational principles of genetics through the work of Gregor Mendel. Focusing on monohybrid crosses, it elucidates how traits are passed from one generation to the next using simple genetic models. This unit delves into the concepts of alleles, dominance, genotypes, phenotypes, and the Law of Segregation, providing a clear understanding of how individual traits are inherited. Through practical examples and the use of Punnett squares, students will gain insights into predicting trait inheritance and understanding the probability of genetic outcomes.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Genetics**	Basics of Heredity	Lesson: Overview of genetics and Mendel's contributions. Activity: Identifying traits in pea plants.
2	**Understanding Alleles**	Dominance and Recessiveness	Lesson: Explaining alleles, dominant and recessive traits. Activity: Practicing allele identification.
3	**Genotypes and Phenotypes**	Genetic Combinations	Lesson: Differentiating between genotypes and phenotypes. Activity: Analyzing genetic combinations.
4	**The Punnett Square**	Predicting Genetic Outcomes	Lesson: Using Punnett squares for monohybrid crosses. Activity: Creating and analyzing Punnett squares.
5	**Unit Assessment and Review**	Application of Genetic Concepts	Review Session: Recap of key concepts. Assessment: Test on heredity principles and Punnett square applications.

Unit 21: Heredity - Dihybrid

Unit Overview

The lesson provides an overview of dihybrid crosses in genetics, explaining the Law of Independent Assortment and how it applies to the inheritance of two different gene pairs. It also introduces important vocabulary related to genetics and dihybrid crosses. Students are guided through the process of setting up a Punnett square for a dihybrid cross and calculating genotypic and phenotypic probabilities.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Dihybrid Cross**	Law of Independent Assortment	Explanation of dihybrid crosses
2	**Genetic Vocabulary**	Alleles, Dominant & Recessive Alleles	Vocabulary and concept clarification
3	**Dihybrid Punnett Squares**	Setting up Punnett Squares	How to create and use Punnett squares
4	**Genotypic and Phenotypic Probabilities**	Calculating probabilities	Calculation of genotypic and phenotypic probabilities
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment or synthesis of concepts

Unit 22: Heredity - Activity

Unit Overview

In this unit on Heredity, students engage in a comprehensive exploration of genetics through a series of interactive lessons and hands-on activities. The focus of the unit is on understanding monohybrid and dihybrid crosses, applying probability calculations to predict offspring traits, and collecting experimental data to compare with expected outcomes. Through Monohybrid Probability Activity I and Dihybrid Probability Activity II, students delve into the fascinating world of inherited traits, using coins and Punnett squares to simulate genetic inheritance. These activities not only provide a practical understanding of genetics but also emphasize the importance of data analysis and the concept of probability in predicting genetic outcomes. By the end of this unit, students will have a solid foundation in hereditary principles and data collection, enabling them to answer questions about the genetic inheritance of traits.

SOL Standards

BIO.1.c.1.
construct and interpret data tables showing independent and dependent variables, repeated trials, and means

BIO.1.c.2.
construct, analyze, and interpret graphical displays of data

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.c.4.
analyze data using tools, technologies, and/or models to make valid and reliable scientific claims or determine an optimal design solution

BIO.1.d.1.
make quantitative and/or qualitative claims regarding the relationship between dependent and independent variables

BIO.1.d.2.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Monohybrid Probability Activity**	Monohybrid Cross	Lesson: Understanding Monohybrid Crosses and Alleles Activity: Conducting Monohybrid Cross
2	**Monohybrid Probability Activity**	Probability Calculation	Lesson: Calculating Probabilities in Monohybrid Crosses Activity: Analyzing Data from Crosses
3	**Dihybrid Probability Activity**	Dihybrid Cross	Lesson: Exploring Dihybrid Crosses and Two Traits Activity: Conducting Dihybrid Cross
4	**Dihybrid Probability Activity**	Probability Calculation	Lesson: Calculating Probabilities in Dihybrid Crosses Activity: Analyzing Data from Crosses
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of Understanding of Monohybrid and Dihybrid Crosses Concepts

Unit 23: Heredity: Sex-Linked

Unit Overview

In this unit on Sex-Linked Traits, students delve into the fascinating world of genetics focusing on traits carried on the X and Y chromosomes. They explore the distinction between autosomes and sex chromosomes, with an emphasis on the significance of the 23rd pair of sex chromosomes, "XX" for females and "XY" for males. The unit pays tribute to the pioneering work of Thomas Hunt Morgan, who used Drosophila melanogaster (fruit fly) to demonstrate the linkage between chromosomes and heredity, particularly eye color and gender. Students gain insights into sex determination through meiosis, the importance of male gametes in determining offspring gender, and the concept of carriers for recessive sex-linked traits like hemophilia. Through a detailed example of a sex-linked cross for hemophilia, students learn about genotypic and phenotypic probabilities based on gender and offspring.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Sex-Linked Traits**	Understanding Sex Chromosomes	Lesson: Differentiating between autosomes and sex chromosomes Activity: Analyzing human sex chromosomes
2	**Thomas Hunt Morgan's Discoveries**	Linking Genes and Chromosomes	Lesson: Exploring Thomas Hunt Morgan's fruit fly experiments Activity: Analyzing outcomes of Morgan's crosses
3	**Sex Determination in Offspring**	Role of X and Y Chromosomes	Lesson: Understanding how gametes determine gender Activity: Punnett square for gender determination
4	**X-Linked Traits and Hemophilia**	Recessive Sex-Linked Traits	Lesson: Investigating hemophilia as a recessive sex-linked trait Activity: Punnett square for hemophilia
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment of knowledge on sex-linked traits and genetics principles

Unit 24: Heredity – Incomplete Dominance & Codominance

Unit Overview

In this unit on Incomplete Dominance and Codominance, students explore the complexities of genetic inheritance beyond complete dominance. The unit introduces the concept of incomplete dominance, where neither allele is completely dominant, resulting in a third phenotype that is a blend of the two alleles. Students learn how to represent genotypes and phenotypes for incomplete dominance traits using examples like snapdragon flower colors. Additionally, the unit covers codominance, where both alleles are expressed in a heterozygous genotype, resulting in a third phenotype with no blending of traits. The unit provides practical examples, Punnett squares, and probabilities for both incomplete dominance and codominance scenarios.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Incomplete Dominance**	Understanding Traits Expression	Lesson: Differentiating between complete dominance, incomplete dominance, and codominance Activity: Analyzing traits with complete dominance and incomplete dominance
2	**Incomplete Dominance**	Blending Traits	Lesson: Exploring the concept of incomplete dominance with snapdragon flower colors Activity: Punnett square for incomplete dominance
3	**Incomplete Dominance Practice**	Genotypic and Phenotypic Probabilities	Lesson: Calculating genotypic and phenotypic probabilities for incomplete dominance Activity: Practice with incomplete dominance crosses
4	**Introduction to Codominance**	Expression of Both Alleles	Lesson: Introducing codominance and its characteristics with roan coat color in horses Activity: Punnett square for codominance
5	**Unit Assessment**	Assessment of Knowledge	Assessment of knowledge on incomplete dominance, codominance, and their genetic implications

Unit 25: Heredity – Multiple Alleles

Unit Overview

In this unit on "Heredity - Multiple Alleles," students will delve into the complexities of genetic inheritance beyond simple dominant and recessive traits. They will start by understanding the concept of multiple alleles, where three or more alleles control a single trait, but only two are present in an individual's genotype. The focus will be on the ABO blood type system, demonstrating how multiple alleles contribute to various blood types. Students will learn to use Punnett squares to calculate genotypic and phenotypic probabilities for ABO blood types. The unit also introduces the challenges of polygenic inheritance, where multiple genes influence a single trait, such as skin color or height, adding an extra layer of complexity to the understanding of heredity. The unit assessment will evaluate students' knowledge of these advanced genetic concepts.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Multiple Alleles**	Understanding Multiple Alleles	Lesson: Explaining multiple alleles and their implications Activity: Analyzing human blood types (ABO system)
2	**Human Blood Types**	ABO Blood Types and Allele Combinations	Lesson: Understanding the ABO blood type system and associated genotypes Activity: Punnett square for ABO blood types
3	**Blood Type Cross Practice**	Genotypic and Phenotypic Probabilities	Lesson: Calculating genotypic and phenotypic probabilities for ABO blood types Activity: Practice with ABO blood type crosses
4	**Polygenic Inheritance**	Traits Controlled by Multiple Genes	Lesson: Introducing polygenic inheritance and its complexities Activity: Discussing polygenic traits like skin color and height
5	**Unit Assessment**	Assessment of Knowledge	Assessment of knowledge on multiple alleles and polygenic inheritance

Unit 26: Pedigrees

Unit Overview

In this unit on "Pedigrees," students will explore the use of pedigrees to trace the inheritance of traits within families and understand the genetics of various traits. They will learn about the symbols used in pedigrees, including squares for males, circles for females, and shading to represent traits or carriers. The unit covers three types of pedigrees: autosomal recessive, autosomal dominant, and X-linked recessive, providing insights into how different genetic traits are inherited. Students will practice determining the genotypes and phenotypes of individuals in pedigrees and predicting future generations. By the end of this unit, students will have a solid grasp of pedigree analysis and its applications in understanding genetic disorders within families.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

Day	Section	Key Concept	Lesson/Activity
1	**Pedigrees and Symbols**	Introduction to Pedigrees	Lesson: Introduction to pedigrees, symbols, and their meanings. Activity: Practice identifying individuals in a pedigree.
2	**Autosomal Recessive Pedigrees**	Analyzing Autosomal Recessive Pedigrees	Lesson: Understanding autosomal recessive pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing autosomal recessive pedigrees.
3	**Autosomal Dominant Pedigrees**	Analyzing Autosomal Dominant Pedigrees	Lesson: Understanding autosomal dominant pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing autosomal dominant pedigrees.
4	**X-Linked Recessive Pedigrees**	Analyzing X-Linked Recessive Pedigrees	Lesson: Understanding X-linked recessive pedigrees, identifying genotypes, and phenotypes. Activity: Analyzing X-linked recessive pedigrees.
5	**Unit Assessment**	Synthesis of Pedigree Concepts	Assessment: Evaluate students' ability to analyze and interpret pedigrees, predict genotypes and phenotypes, and apply pedigree analysis concepts.

Unit 27: Ecosystems

Unit Overview

In this unit, students will explore the diversity and interdependence of life within ecosystems. They will learn about the key concepts of biodiversity, succession, and different terrestrial biomes. The unit will also cover aquatic ecosystems. Throughout the week, students will engage in lessons and activities that deepen their understanding of these concepts, ultimately culminating in a unit assessment on Day 5.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.c.
ecosystems have succession patterns;

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Ecosystems**	Biodiversity	Lesson: Understanding Biodiversity in Ecosystems Activity: Biodiversity Scavenger Hunt
2	**Succession in Ecosystems**	Primary and Secondary Succession	Lesson: Exploring Primary and Secondary Succession Activity: Succession Simulation
3	**Terrestrial Biomes**	Tropical, Temperate, Polar Biomes	Lesson: Exploring Terrestrial Biomes Activity: Biome Mapping
4	**Aquatic Ecosystems**	Freshwater, Wetlands, Estuary, Marine	Lesson: Discovering Aquatic Ecosystems Activity: Aquatic Ecosystems Exploration
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment and Review

Unit 28: Energy in Ecosystems

Unit Overview

In this unit, students will delve into the concept of energy flow within ecosystems. They will explore how energy is acquired, transferred, and lost as it moves through different trophic levels, starting with producers and ending with top consumers. The unit will cover trophic levels, including producers, herbivores, carnivores, and omnivores, as well as decomposers. Students will also learn about food chains, food webs, and energy pyramids to understand the complex relationships among organisms in ecosystems.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Trophic Levels**	Energy Flow in Ecosystems	Lesson: Introduction to Trophic Levels Activity: Building a Food Chain
2	**Producers and Consumers**	Producers and Herbivores	Lesson: Understanding Producers and Herbivores Activity: Herbivore Role Play
3	**Carnivores and Omnivores**	Carnivores and Omnivores	Lesson: Exploring Carnivores and Omnivores Activity: Carnivore Scavenger Hunt
4	**Decomposers and Food Webs**	Decomposers and Food Webs	Lesson: Investigating Decomposers and Food Webs Activity: Food Web Creation
5	**Energy Pyramids and Unit Assessment**	Energy Pyramids and Review	Unit Assessment: Energy Flow in Ecosystems and Review

Unit 29: Cycling of Matter

Unit Overview

In this unit, students will explore the cycling of matter in ecosystems, focusing on the biogeochemical cycles of water, carbon, nitrogen, and phosphorus. They will learn how these essential substances move between the abiotic (nonliving) and biotic (living) components of ecosystems, contributing to the sustainability of life on Earth. The unit will emphasize the interconnectedness of these cycles and their significance for all organisms.

SOL Standards

BIO.1.c.3.
use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.e.1.
evaluate the merits and limitations of models

BIO.1.e.2.
develop, revise, and/or use models based on evidence to illustrate or predict relationships

BIO.1.e.3.
develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.b.
nutrients cycle with energy flow through ecosystems;

Day	Section	Key Concept	Lesson/Activity
1	**Water Cycle**	The Importance of Water	Lesson: Introduction to the Water Cycle Activity: Exploring Water's Role in Ecosystems
2	**Carbon Cycle**	Carbon and Oxygen Cycle	Lesson: Understanding the Carbon Cycle Activity: Role Play of Carbon in Ecosystems
3	**Nitrogen Cycle**	The Role of Nitrogen	Lesson: Investigating the Nitrogen Cycle Activity: Nitrogen Fixation and Decomposition
4	**Phosphorus Cycle**	The Slow Phosphorus Cycle	Lesson: Exploring the Phosphorus Cycle Activity: Phosphorus in Ecosystems
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Cycling of Matter in Ecosystems and Concept Synthesis

Unit 30: Population and Communities

Unit Overview

In this unit on "Populations and Communities," students will explore the characteristics of populations within ecosystems and how organisms interact in everyday life. They will learn about population size, density, dispersion, and the factors that influence population growth. Additionally, students will delve into the interactions between different species in a community, including competition, predation, herbivory, symbiosis, and coevolution. The concept of a species' niche and the impact of invasive species on ecosystems will also be covered.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.a.
interactions within and among populations include carrying capacities, limiting factors, and growth curves;

Day	Section	Key Concept	Lesson/Activity
1	**Population Characteristics**	Understanding Populations	Lesson: Introduction to populations Activity: Population size and density exploration
2	**Population Growth**	Factors Affecting Growth	Lesson: Factors influencing population growth Activity: Modeling exponential and logistic growth
3	**Communities**	Interactions in Communities	Lesson: Introduction to communities Activity: Simulating community interactions
4	**Niche and Competitive Exclusion**	Species' Roles	Lesson: Exploring species niches and competitive exclusion Activity: Niche specialization game
5	**Unit Assessment**	Unit Concepts Review	Assessment: Unit review and assessment

Unit 31: Environment

Unit Overview

In this unit, students will delve into the intricate relationship between humans and the environment. They will learn how vital the environment is for our survival, providing essential resources such as food, water, and shelter. The unit explores the growth of the human population and the factors influencing it, emphasizing the role of science and technology in sustaining this growth. Students will gain insight into different types of natural resources, distinguishing between renewable and nonrenewable ones. Furthermore, the unit examines pressing environmental issues, including air and water pollution, soil degradation, and habitat destruction, highlighting the consequences of human actions on both the environment and our health. Lastly, students will discover various environmental solutions, emphasizing conservation and restoration strategies, such as the "reduce, reuse, recycle" approach.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.a.
interactions within and among populations include carrying capacities, limiting factors, and growth curves;

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Environmental Science**	Importance of the Environment	Overview of environmental science and its importance
2	**Human Population Growth**	Factors Influencing Population Growth	Understanding factors behind population growth
3	**Natural Resources**	Renewable vs. Nonrenewable Resources	Differentiating between resource types
4	**Environmental Issues**	Impact of Human Activity on the Environment	Discussion on air and water pollution, soil damage, and habitat destruction
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment of knowledge and understanding

Unit 32: Ecology Application Research

Unit Overview

In this unit, you will delve into real-life ecological scenarios by researching two specific topics: Zebra Mussels and DDT. Zebra mussels are invasive species in the Great Lakes, and you will explore their characteristics and why they are of concern. Additionally, you will investigate the history and ecological impact of DDT, a chemical that has had significant effects on ecosystems. You will use provided resources and conduct independent research to answer questions related to these ecological issues. This unit aims to apply the knowledge gained in previous units to practical ecological situations.

SOL Standards

BIO.1.d.2.
construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.1.
compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem

BIO.1.f.2.
gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.8.d.
natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Zebra Mussels**	Understanding Zebra Mussels	Explore what Zebra Mussels are and their impact
2	**Zebra Mussels' Effects**	Ecological Impact of Zebra Mussels	Investigate the ecological consequences
3	**Introduction to DDT**	Understanding DDT and its History	Learn about DDT's history and usage
4	**DDT's Impact on Ecosystems**	Ecological Consequences of DDT Use	Examine the ecological repercussions
5	**Unit Assessment**	Synthesis of Unit Concepts	Assess comprehension and research skills

Unit 33: Evolution

Unit Overview

In this unit on Evolution, students will explore the concept of how species change over time and the key contributions made by Charles Darwin to our understanding of evolution. They will learn about Darwin's voyage on the HMS Beagle, the theory of natural selection, and various pieces of evidence that support the theory of evolution. The unit will also delve into microevolution and macroevolution, discussing concepts such as speciation, genetic drift, and adaptive radiation. The final part of the unit will cover the vocabulary related to evolution.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.d.6.
differentiate between a scientific hypothesis and theory

BIO.1.f.
obtaining, evaluating, and communicating information

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.6.a.
organisms have structural and biochemical similarities and differences;

BIO.7.a.
evidence is found in fossil records and through DNA analysis;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

BIO.7.c.
natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species;

BIO.7.d.
biological evolution has scientific evidence and explanations.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Evolution**	Understanding Evolution	Explore the concept of evolution
2	**Charles Darwin's Contributions**	Darwin's Theory of Natural Selection	Learn about Darwin's voyage and his theory
3	**Evidence for Evolution**	Supporting Evidence for Evolution	Examine various evidence for evolution
4	**Microevolution and Macroevolution**	Understanding Micro and Macroevolution	Discuss the differences and examples
5	**Unit Assessment**	Synthesis of Unit Concepts	Assess comprehension and application

Unit 34: Population Genetics

Unit Overview

This unit on Population Genetics delves into the study of evolution from a genetic perspective, exploring key concepts such as alleles, genotypes, phenotypes, genetic variation, and patterns of natural selection. Students will learn about the relationships between genotypes and phenotypes, the calculation of genotype and allele frequencies, and the Hardy-Weinberg Principle. Additionally, the unit discusses how various evolutionary forces, including gene flow, nonrandom mating, genetic drift, mutation, and natural selection, can impact allele frequencies within populations.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.5.c.
the variety of traits in an organism are the result of the expression of various combinations of alleles;

BIO.7.b.
genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

BIO.7.c.
natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species;

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Genetics**	Understanding Alleles and Genotypes	Lesson: Introduction to alleles, genotypes, and phenotypes. Activity: Analyzing simple genetic traits.
2	**Genetic Variation**	Exploring Genetic Variation	Lesson: Genetic variation through meiosis, crossing-over, and mutation. Activity: Simulating genetic variation.
3	**Hardy-Weinberg Principle**	The Hardy-Weinberg Equilibrium	Lesson: Exploring the Hardy-Weinberg Principle and its equations. Activity: Calculating genotype and allele frequencies.
4	**Patterns of Natural Selection**	Patterns of Natural Selection	Lesson: Discussing directional, stabilizing, disruptive, and sexual selection. Activity: Analyzing examples of natural selection.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive examination of unit concepts and applications.

Unit 35: Taxonomy

Unit Overview

This unit on Taxonomy explores the science of naming and classifying organisms. It traces the historical development of taxonomy from Aristotle's early classifications to Carl Linnaeus's modern system of binomial nomenclature. The unit also covers the Linnaean system of classification, the eight levels of taxonomy (from domain to species), and the importance of scientific names. It delves into systematics, the study of evolutionary relationships, and the use of cladistics to determine phylogenies. Additionally, students learn how to use dichotomous keys for species identification.

SOL Standards

BIO.1.d.3.
apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions

BIO.1.f.3.
communicate scientific and/or technical information about phenomena in multiple formats

BIO.4.c.
the structures and functions can be compared;

BIO.4.d.
bacteria and viruses have a role in other organisms and the environment;

BIO.6.a.
organisms have structural and biochemical similarities and differences;

BIO.6.b.
fossil record interpretation can be used to classify organisms;

BIO.6.c.
developmental stages in different organisms can be used to classify organisms;

BIO.6.d.
Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;

BIO.6.e.
the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms;

BIO.6.f.
systems of classification are adaptable to new scientific discoveries.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Taxonomy**	Historical Development of Taxonomy	Lesson: Overview of taxonomy and its history. Activity: Discussing Aristotle's classifications.
2	**Carl Linnaeus and Binomial Nomenclature**	The Linnaean System	Lesson: Exploring Carl Linnaeus's system and binomial nomenclature. Activity: Practice naming organisms.
3	**Levels of Taxonomy**	The Eight Taxonomic Levels	Lesson: Detailed explanation of the eight levels of taxonomy. Activity: Classifying various organisms.
4	**Systematics and Phylogenetics**	Evolutionary Relationships	Lesson: Introduction to systematics and phylogenetic trees. Activity: Analyzing cladograms.
5	**Dichotomous Keys and Assessment**	Species Identification	Lesson: How to use dichotomous keys for identification. Assessment: Comprehensive unit assessment.

Unit 36: Second Semester Final

Unit Overview

The final semester of this biology course covers a wide range of topics, from gene technologies and heredity to ecosystems, evolution, population genetics, and taxonomy. Students are expected to master concepts such as genetic engineering, Mendelian genetics, ecological principles, and evolutionary processes. Each unit offers a comprehensive exploration of its respective subject matter, and students will need to demonstrate their understanding through a variety of assessments and activities. It is important for students to review and consolidate their knowledge of these diverse topics to succeed in the final assessment and conclude the course successfully.

SOL Standards

All SOL standards from Units 19-35.

Day	Section	Key Concept	Lesson/Activity
1	**Units 19-22**	Human Genome Project, Genetic Engineering	- Introduction to the Human Genome Project and genetic engineering. - Discuss key findings and principles. - Exploring Gregor Mendel's experiments and understanding genetic traits. - Analyze Punnett squares for monohybrid crosses.
2	**Units 23-26**	Sex-Linked Traits, Incomplete Dominance, Codominance, Multiple Alleles	- Understand sex-linked traits and how they affect genetic inheritance. - Solve genetic problems involving sex-linked traits. - Learn about incomplete dominance and codominance in genetic traits. - Solve genetic problems involving incomplete dominance and codominance. - Differentiate between multiple allele traits and polygenic traits. - Solve genetic problems involving multiple allele crosses.
3	**Units 27-29**	Ecosystem Levels, Energy Flow, Nutrient Cycles	- Describe the levels of organization for an ecosystem and biodiversity. - Distinguish between primary succession and secondary succession, and discuss different terrestrial biomes. - Understand the roles of producers, consumers, and decomposers in an ecosystem, and compare food chains and food webs. - Analyze a food chain and food web in terms of trophic level, nutrition, and energy, and describe an energy pyramid. - Explore nutrient cycles, including the water cycle, carbon cycle, nitrogen cycle, and phosphorus cycle.
4	**Units 30-34**	Population Growth, Community Interactions, Environmental Science, Conservation, Invasive Species, Biomagnification, Pollution	- Differentiate between exponential and logistic growth, and describe factors affecting population size. - Compare and contrast various ecological interactions such as parasitism, predation, mutualism, and commensalism. - Describe environmental science, factors contributing to population growth, and renewable and nonrenewable resources. - Discuss the effects of air pollution, water pollution, and the importance of soil conservation, conservation, and restoration. - Explore the concept of invasive species, biomagnification, and the effects of pollution on ecosystems.
5	**Unit Assessment**	Synthesis of Unit Concepts	- Comprehensive unit assessment to evaluate knowledge and understanding of all topics covered.

JEFFERSON COUNTY
Educational Service Center
Virtual
Learning
Academy

Virtual Learning Academy

Science

Physics

Overview

This comprehensive Physics course provides an in-depth exploration of fundamental concepts in physics, from motion and forces to quantum mechanics and nanotechnology. It combines theoretical understanding with practical laboratory experiments, ensuring a well-rounded grasp of physical principles. The course consists of 41 units, including a final exam..

Units

1. **Introduction to Physics**: Overview of physics principles and scientific inquiry.
2. **Motion In One Dimension**: Understanding linear motion and kinematics.
3. **Describing Motion Lab Introduction**: Practical lab on motion analysis.
4. **Projectile Motion**: The study of objects in two-dimensional motion.
5. **Learning and Simulating Projectile Motion**: Simulation lab for projectile motion.

6. **Forces and Newton's Laws of Motion**: Exploring Newton's three laws and their applications.
7. **Exploring Newton's Second Law Using a Simulation**: Simulation lab on force and acceleration.
8. **Forces and Friction**: Understanding frictional forces and their effects.
9. **Forces and Friction Lab**: Laboratory work focusing on friction.
10. **Circular Motion**: Study of motion in a circular path.
11. **Gravitational Motion**: Gravitational forces and their influence on motion.
12. **Gravity and Orbits Lab**: Exploring gravitational forces in orbital motion.
13. **Energy**: Concepts of kinetic and potential energy and conservation laws.
14. **Energy Skate Park Lab**: Practical lab on energy conservation.
15. **Linear Momentum**: Momentum concepts and conservation of momentum.
16. **Momentum Lab**: Laboratory exploration of momentum.
17. **Semester Exam Review**: Reviewing concepts covered in the first half of the course.

18. **Semester Exam**: Assessment of knowledge from the first semester.
19. **Rotational Motion**: Study of objects rotating about an axis.
20. **Rotational Motion Lab**: Laboratory work on rotational dynamics.
21. **Fluids**: Principles of fluid mechanics.
22. **Fluids: Under Pressure and Density Labs**: Laboratory experiments on fluid dynamics.
23. **Buoyancy and Flow**: Understanding buoyant forces and fluid flow.
24. **Waves**: Study of wave properties and behaviors.
25. **Pendulum Lab**: Investigating pendulum motion and wave characteristics.
26. **Sound**: Exploring sound waves and their properties.
27. **Sound Lab**: Laboratory activities focusing on acoustics.
28. **Light and the Electromagnetic Spectrum**: Study of light and electromagnetic waves.
29. **Electromagnetic Spectrum and Light Waves**: Deep dive into the spectrum of light.

30. **Properties of Light**: Exploring the nature and behavior of light.
31. **Electric Charges**: Understanding electric charge and electrostatics.
32. **Electric Charge Lab**: Practical experiments with electric charges.
33. **Electric Current**: Exploring the flow of electric charge and its applications.
34. **Circuits**: Study of electric circuits and their components.
35. **Nuclear Physics**: Exploring the nucleus and nuclear reactions.
36. **Final Exam**: Comprehensive assessment of the entire course content.
37. **Momentum in Collusions**: Detailed study of momentum in collisions.
38. **Quantum Model**: Introduction to quantum mechanics and atomic models.
39. **Navigating the Landscape of Scientific Information**: Developing skills in scientific research and information gathering.

40. **Planning and Carrying Out an Investigation**: Guidance on conducting scientific investigations.
41. **Nanotechnology: Unveiling the Microscopic Marvels**: Exploring the world of nanotechnology.

Note: This course combines theoretical learning with practical laboratory work. Regular attendance, participation in labs, and consistent study are essential for a thorough understanding of the complex concepts presented in this course.

Virtual Learning Academy

History & Social Science

World History

Unit 1: A World History Overview of 1500

Unit Overview

This unit provides a comprehensive exploration of the major states and empires around the year 1500 A.D. (C.E.), delving into their geographic locations, primary characteristics, and global significance. It sheds light on the intricate relationships between these entities, influenced by trade, technology, religion, and the arts, particularly during the Renaissance period. Through interactive media and readings, students will appreciate the interconnectedness and diverse legacies of these societies, gaining a nuanced understanding of how they shaped global history and left a lasting impact on future generations.

SOL Standards

WHII.2.a.
Locating major states and empires.

WHII.2.b.
Describing artistic, literary, and intellectual ideas of the Renaissance.

WHII.2.c.
Describing the distribution of major religions.

WHII.2.d.
Analyzing major trade patterns.

WHII.2.e.
Citing major technological and scientific exchanges in the Eastern Hemisphere.

WHII.3.a.
Explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.

WHII.3.c.
Describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.4.e.
Defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.

WHII.5.a.
Locating European nations and their empires in time and place and identifying major geographic features of Europe.

WHII.6.a.
Locating Asian empires in time and place and identifying major geographic features.

WHII.6.b.
Describing the location and development of social and cultural patterns in the Ottoman Empire.

WHII.15.a.
Describing their beliefs, sacred writings, traditions, and customs.

WHII.15.b.
Locating the geographic distribution of religions in the contemporary world.

Day	Section	Key Concept	Lesson/Activity
1	**Major States and Empires in 1500**	Geography and Power Dynamics	Lesson: Overview of key states and empires around 1500 A.D., focusing on their locations and political influence. Activity: Mapping exercise to identify and locate these entities.
2	**The Renaissance**	Cultural and Intellectual Awakening	Lesson: Exploration of the Renaissance's origins, spread, and key figures. Activity: Analyzing Renaissance artworks and writings.
3	**World Religions in 1500**	Religious Diversity and Influence	Lesson: Examination of major world religions and their impact in different regions. Activity: Research and presentation on a selected religion's history and practices.
4	**Major Trade Patterns and Exchanges**	Global Interconnectivity	Lesson: Study of the main trade routes and their economic, cultural, and technological impacts. Activity: Simulation game to understand trade dynamics and exchanges.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering all unit topics, including multiple-choice questions, short answers, and an essay section.

Unit 2: The Reformation's Impact on Western Civilization

Unit Overview

The Reformation's profound impact on Western civilization is explored through the lens of its theological, political, and economic ramifications. This unit delves into the roles and views of pivotal figures like Martin Luther, John Calvin, Henry VIII, and Elizabeth I, examining how their actions reshaped Europe's religious, cultural, and political landscapes. From the Church's challenges to the emergence of Protestant denominations and the Catholic Counter-Reformation, students will gain insights into the complex interplay of religion and power. The unit also highlights the cultural shifts and the role of the printing press in spreading Reformation ideas, emphasizing the movement's lasting influence on secularism, individualism, and religious tolerance.

SOL Standards

WHII.2.b.
Describing artistic, literary, and intellectual ideas of the Renaissance.

WHII.2.c.
Describing the distribution of major religions.

WHII.3.a.
Explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.

WHII.3.b.
Describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

WHII.3.c.
Describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Reformation**	Understanding the Roots and Causes of the Reformation	Lesson: Overview of the social, political, and religious context of the 16th century Europe Activity: Group discussion on the factors leading to the Reformation
2	**Key Figures of the Reformation**	Impact of Martin Luther, John Calvin, Henry VIII, and Elizabeth I	Lesson: Exploration of the views and actions of these key figures Activity: Role-play exercise to understand different perspectives
3	**Political and Economic Effects**	The Intersection of Religion and Politics during the Reformation	Lesson: Analysis of the Reformation's impact on European politics and economies Activity: Case study examination of a specific European country during the Reformation
4	**Cultural and Intellectual Shifts**	The Role of the Printing Press and the Rise of Individualism	Lesson: The impact of the printing press and cultural changes post-Reformation Activity: Research and presentation on the cultural impacts of the Reformation
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, figures, and impacts of the Reformation

Unit 3: The European Age of Exploration

Unit Overview

The European Age of Exploration unit delves into the historical epoch spanning the 15th to 17th centuries, highlighting the motivations and consequences of European exploration and colonization. It examines the political, economic, and religious factors driving this era, the geographical expansions into Africa, Asia, and the Americas, and the resultant cultural and social impacts. The unit also explores how colonial competitions transformed Europe's economy and delves into the Scientific Revolution, revealing its role in reshaping the European worldview. Through a blend of lessons and activities, students will gain a comprehensive understanding of this transformative period in global history.

SOL Standards

WHII.2.d.
Analyzing major trade patterns.

WHII.2.e.
Citing major technological and scientific exchanges in the Eastern Hemisphere.

WHII.4.a.
Explaining the political and economic goals of European exploration and colonization.

WHII.4.b.
Describing the geographic expansion into Africa, Asia, and the Americas.

WHII.4.c.
Comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas.

WHII.4.d.
Analyzing how competition for colonies changed the economic system of Europe.

WHII.4.e.
Defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.

WHII.8.c.
Describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement.

WHII.9.d.
Assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

Day	Section	Key Concept	Lesson/Activity
1	**Motivations for Exploration**	Understanding Exploration Drivers	Lesson: Overview of political, economic, and religious motives Activity: Analyzing primary source documents on explorers' motivations
2	**Geographic Expansion**	Expansion into Africa, Asia, and the Americas	Lesson: Mapping European explorations Activity: Group discussion on impact of expansion in different regions
3	**Cultural and Social Impacts**	Influence on Local Societies	Lesson: The effects of European settlement Activity: Role-playing scenarios between Europeans and indigenous peoples
4	**Economic Transformations and Scientific Revolution**	Changes in European Economy and New Technologies	Lesson: The rise of the plantation system, the Columbian Exchange, and key figures of the Scientific Revolution Activity: Experiment replicating a historic scientific discovery and a simulation game on trade and resource management
5	**Unit Assessment**	Synthesis of Unit Concepts	Written assessment covering key concepts, events, and figures of the European Age of Exploration

Unit 4: Europe and Russia I

Unit Overview

This unit explores the dynamic period of European and Russian history from 1500 to 1800, a time of significant political, cultural, geographic, and economic transformations. It delves into the development and influence of major empires like the British, Spanish, French, Dutch, Portuguese, Hapsburg, Russian, and Prussian, and their global impact. Key focus areas include the major geographic features influencing these empires, the role of the Hapsburg Empire and Charles V in religious and political affairs, the Age of Absolutism exemplified by Louis XIV and the Enlightenment era, and the social and cultural evolution in Great Britain, highlighted by the English Civil War and the Glorious Revolution. The unit aims to provide a comprehensive understanding of how these developments shaped modern Europe and Russia.

SOL Standards

WHII.2.a.
Locating major states and empires.

WHII.5.b.
Describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V.

WHII.5.c.
Describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period.

WHII.5.d.
Describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

Day	Section	Key Concept	Lesson/Activity
1	**Geographic Influences in Europe**	Understanding Europe's Physical and Political Geography	Lesson: Exploration of Europe's major geographic features Activity: Mapping exercise of European empires
2	**Hapsburg Empire and Charles V**	The Dynamics of Empire and Religion	Lesson: The role of the Hapsburg Empire in European politics Activity: Case study on Charles V's reign
3	**Age of Absolutism and Enlightenment**	Absolutism and Intellectual Revolution	Lesson: Analysis of Absolutism and the Enlightenment thinkers Activity: Debate on the impact of Enlightenment ideas
4	**The British Experience: Civil War and Beyond**	Transition Towards Democracy	Lesson: The English Civil War and its impacts Activity: Role-play of key historical figures
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive review and assessment covering all unit concepts

Unit 5: Europe and Russia II

Unit Overview

This unit explores the pivotal period from 1500 to 1800 A.D., focusing on Europe and Russia's political, cultural, geographic, and economic landscape. By examining the American and French Revolutions' causes and effects, students will understand the impact of Enlightenment ideas on governance and human rights. The unit also delves into the social and cultural patterns in the German and Italian states, highlighting the influences of the Protestant Reformation, Thirty Years' War, and Renaissance. In Russia, the focus is on the transformation under leaders like Peter the Great, showcasing the blend of indigenous traditions with external influences. This comprehensive study aims to illuminate the significant changes in these regions, providing students with an in-depth understanding of this transformative era.

SOL Standards

WHII.2.c.
Describing the distribution of major religions.

WHII.3.a.
Explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.

WHII.3.c.
Describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.5.c.
Describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period.

WHII.5.e.
Explaining the causes and effects of the American and French Revolutions.

WHII.5.h.
Describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great.

WHII.8.d.
Assessing the impact of Napoleon and the Congress of Vienna on political power in Europe.

Day	Section	Key Concept	Lesson/Activity
1	**The Enlightenment and American Revolution**	Enlightenment influences on the American Revolution	Lesson: Overview of Enlightenment ideas and their impact on the American Revolution. Activity: Analyze excerpts from the Declaration of Independence and Enlightenment texts.
2	**French Revolution**	Causes and effects of the French Revolution	Lesson: Exploration of the French Revolution, including its causes and major events. Activity: Group discussion on the Revolution's impact on French society.
3	**German States' Social Patterns**	The Protestant Reformation and Thirty Years' War	Lesson: Study of the Protestant Reformation's impact and the Thirty Years' War on German states. Activity: Research and presentation on cultural changes in the German states during this period.
4	**Italian States and Russia**	Renaissance in Italy and Westernization in Russia	Lesson: Comparative analysis of the Italian Renaissance and Peter the Great's westernization of Russia. Activity: Creative project depicting cultural and societal changes in Italy or Russia.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive test covering key concepts, events, and figures discussed throughout the unit.

Unit 6: Asian Empires I

Unit Overview

This unit explores the political, cultural, geographic, and economic conditions of major Asian empires from 1500 to 1800 A.D. Students will learn about the geopolitical dynamics of the Ottoman Empire, the socio-cultural evolution of the Mughal Empire in India, the far-reaching influence of Chinese dynasties, and the unique characteristics of Japan's shogunate system. The course delves into the relationship between geography and empire-building, highlighting key features like the Himalayas and the South China Sea. Through an analysis of architectural marvels, trade networks, and religious influences, students will gain a comprehensive understanding of how these empires shaped Asian history and contributed to global developments.

SOL Standards

WHII.2.a.
Locating major states and empires.

WHII.5.a.
Locating European nations and their empires in time and place and identifying major geographic features of Europe.

WHII.6.a.
Locating Asian empires in time and place and identifying major geographic features.

WHII.6.b.
Describing the location and development of social and cultural patterns in the Ottoman Empire.

WHII.6.c.
Describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade.

WHII.6.d.
Describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty.

WHII.6.e.
Describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate.

WHII.6.f.
Comparing and contrasting the political and economic systems of Asian empires.

WHII.15.a.
Describing their beliefs, sacred writings, traditions, and customs.

WHII.15.b.
Locating the geographic distribution of religions in the contemporary world.

Day	Section	Key Concept	Lesson/Activity
1	**Ottoman Empire's Rise**	Geopolitical Influence	Lesson: Exploring the Ottoman Empire's origins and expansion Activity: Mapping Ottoman territorial changes
2	**Mughal Empire in India**	Cultural Synthesis	Lesson: The Mughal Empire's impact on Indian society Activity: Analyzing Mughal architecture and art
3	**Chinese Dynastic Power**	Eastern Asian Dominance	Lesson: Influence of Ming and Qing Dynasties Activity: Study of Chinese maritime expeditions
4	**Japan's Shogunate System**	Cultural and Political Isolation	Lesson: Understanding Japan's unique feudal system Activity: Discussion on samurai culture and its impact
5	**Unit Assessment**	Synthesis of Empires	Assessment: Exam covering key concepts and historical impacts of Asian Empires

Unit 7: Asian Empires II

Unit Overview

This unit explores the dynamic and intricate history of Asian empires from 1500 to 1800 A.D., focusing on the political, cultural, geographic, and economic aspects. Students will delve into the Qing (Manchu) Dynasty in China and the Japanese Shogunate, understanding how each empire's unique approach to governance and foreign relations shaped their development. The unit aims to contrast the political and economic systems of these empires, revealing the nuanced interplay between internal policies and external interactions. Through this study, students will gain insights into the rich tapestry of Asian history, examining how these empires navigated the challenges of their times.

SOL Standards

WHII.2.a.
Locating major states and empires.

WHII.5.a.
Locating European nations and their empires in time and place and identifying major geographic features of Europe.

WHII.6.a.
Locating Asian empires in time and place and identifying major geographic features.

WHII.6.b.
Describing the location and development of social and cultural patterns in the Ottoman Empire.

WHII.6.c.
Describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade.

WHII.6.d.
Describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty.

WHII.6.e.
Describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate.

WHII.6.f.
Comparing and contrasting the political and economic systems of Asian empires.

Day	Section	Key Concept	Lesson/Activity
1	**The Qing Dynasty in China**	Qing Dynasty's Political and Cultural Dynamics	Lesson: Overview of the Qing Dynasty's history and policies Activity: Analysis of foreign enclaves and trade policies in Qing China
2	**The Japanese Shogunate**	Tokugawa Shogunate's Governance and Isolation	Lesson: Understanding the power structure and isolation policy of the Tokugawa Shogunate Activity: Exploring the impacts of sakoku on Japanese society and culture
3	**Comparative Political Systems**	Political Structures of Asian Empires	Lesson: Comparative study of the political systems in the Qing Dynasty and the Japanese Shogunate Activity: Group discussion on the effectiveness of different governance models
4	**Comparative Economic Systems**	Economic Strategies of Asian Empires	Lesson: Analysis of the economic approaches in Qing China and Tokugawa Japan Activity: Research on trade patterns and their impacts on the economies of these empires
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, political and economic systems, and the socio-cultural impact of the Qing Dynasty and Japanese Shogunate

Unit 8: sub-Saharan Africa

Unit Overview

This unit explores the rich and diverse history of sub-Saharan Africa from 1500 to 1800 A.D., delving into its political, cultural, geographic, and economic aspects. Students will engage with the major societies of this era, such as the Songhai, Kongo, Asante, Zulu, and Ethiopia, understanding their unique contributions and legacies. The unit covers the prominent geographic features like the Sahara Desert, Niger River, and the Horn of Africa, and their influence on these societies. Students will compare and contrast the social and cultural patterns in East, West, Central, and Southern Africa, while also examining the political and economic systems of the major African empires. By the end of the unit, students will have a comprehensive understanding of the complexity and dynamism of African societies during this period.

SOL Standards

WHII.2.c.
Describing the distribution of major religions.

WHII.2.d.
Analyzing major trade patterns.

WHII.7.a.
Locating major societies in Africa in time and place and identifying major geographic features.

WHII.7.b.
Comparing and contrasting the development of social and cultural patterns in East Africa and West Africa.

WHII.7.d.
Explaining the development of political and economic systems in African societies.

WHII.9.d.
Assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

Day	Section	Key Concept	Lesson/Activity
1	**Geographic Features of Africa**	Understanding Africa's Physical Landscape	Lesson: Introduction to Africa's major geographic features Activity: Mapping exercise on African geography
2	**Societies of West and East Africa**	Cultural Diversity in East and West Africa	Lesson: Study of the social and cultural patterns in Songhai, Asante, and Ethiopia Activity: Comparative analysis of East and West African cultures
3	**Central and Southern African Societies**	Social Dynamics in Central and Southern Africa	Lesson: Exploration of Kongo and Zulu societies Activity: Group discussion on the impact of indigenous and external influences
4	**Political and Economic Systems**	Governance and Economy in African Empires	Lesson: Overview of the political and economic systems in major African empires Activity: Case studies on Songhai, Asante, and Zulu economies
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, societies, and geographic features studied in the unit

Unit 9: The Expansion of Imperialism

Unit Overview

The unit on "The Expansion of Imperialism" delves into the 19th-century surge of imperialism driven by industrialized nations' need for raw materials and new markets. It outlines how Western nations, fueled by economic goals and nationalistic fervor, established colonies in Africa, Asia, and Latin America, reshaping global political and economic landscapes. This period witnessed the rise of Realpolitik, the scramble for Africa, the intensification of European influence in Asia, and Japan's entry into imperial competition. The unit also explores the impact of imperialism on indigenous populations and the environment, setting the stage for the 20th century's global conflicts and transformations.

SOL Standards

WHII.4.a.
Explaining the political and economic goals of European exploration and colonization.

WHII.4.b.
Describing the geographic expansion into Africa, Asia, and the Americas.

WHII.4.c.
Comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas.

WHII.4.d.
Analyzing how competition for colonies changed the economic system of Europe.

WHII.6.a.
Locating Asian empires in time and place and identifying major geographic features.

WHII.9.a.
Locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world.

WHII.9.c.
Describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine.

WHII.9.d.
Assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

Day	Section	Key Concept	Lesson/Activity
1	**Imperialism's Genesis**	Industrialization and Imperialism	Lesson: Exploring the Origins of Imperialism Activity: Analyzing industrialization's role in imperial expansion
2	**Realpolitik and Nationalism**	Balance of Power and Nationalism	Lesson: The Shift from Concert of Europe to Realpolitik Activity: Examining nationalism in imperial policies
3	**The Scramble for Africa**	Colonial Competition	Lesson: Africa's Partition and its Global Impact Activity: Mapping and discussing the colonization of Africa
4	**Global Reach of Imperialism**	Imperialism in Asia and Latin America	Lesson: European and American Influence in Asia and Latin America Activity: Case studies on imperialism's impact
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive review and assessment of the unit's major themes and concepts

Unit 10: The Consequences of Imperialism

Unit Overview

This unit explores the complex and multifaceted consequences of imperialism, delving into the ways European nations and the United States pursued territorial expansion, profoundly impacting the traditional lifestyles of millions in China, Africa, and India. It examines the varied reactions of these societies, from acceptance to resistance, and the resultant cultural, political, and social upheavals. The lessons critically assess the Western rationale behind imperialism, highlighting the challenges to local traditions and environmental impacts. The narrative also includes specific instances of resistance and adaptation, such as the Ethiopian resistance, the Indian National Congress, and the Chinese Boxer Rebellion, underscoring the diverse and often conflicting perspectives of the colonized and the colonizers.

SOL Standards

WHII.8.a.
Explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy.

WHII.8.b.
Analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children.

WHII.8.c.
Describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement.

WHII.9.a.
Locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world.

WHII.9.d.
Assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

Day	Section	Key Concept	Lesson/Activity
1	**The Roots of Imperialism**	Understanding Imperialism	Lesson: Exploration of the origins and rationale behind imperialism. Activity: Analyzing primary sources from European and American perspectives on imperialism.
2	**The African Perspective**	African Responses to Colonialism	Lesson: Study of Africa's varied responses to European colonization, including Ethiopia's resistance. Activity: Discussion and role-play on the impacts of colonialism in Africa.
3	**The Asian Context**	China's Reaction to Foreign Dominance	Lesson: Examination of China's internal struggles and responses to imperialism, focusing on the Taiping and Boxer Rebellions. Activity: Research project on Sun Yat-sen and the modernization of China.
4	**Indian Resistance and Adaptation**	Indian Response to British Rule	Lesson: Analysis of India's reaction to British imperialism, focusing on the Sepoy Mutiny and the Indian National Congress. Activity: Group presentations on the evolution of Indian resistance.
5	**Unit Assessment**	Synthesizing Imperialism's Impact	Assessment: A comprehensive test covering key concepts, events, and figures discussed in the unit.

Unit 11: What Caused World War I?

Unit Overview

The lesson on the causes of World War I explores the complex interplay of nationalism, imperialism, militarism, and the alliance system that led to one of the deadliest conflicts in history. At the dawn of the 20th century, Europe was a tinderbox of national pride and competition for global dominance, with countries vying for colonies and economic supremacy. This period saw an arms race and the glorification of military might, fueled by events like the Franco-Prussian War which fostered the belief in swift, decisive victories. The intricate web of alliances, intended for mutual protection, paradoxically set the stage for a larger conflict. Key incidents, such as the crises in the Balkans and Africa, and the assassination of Archduke Franz Ferdinand, acted as catalysts in this volatile environment, eventually drawing all major European powers into a devastating war that shattered initial expectations of a quick, easy victory.

SOL Standards

WHII.5.f.
Describing the development of social and cultural patterns in the German states.

WHII.5.g.
Describing the development of social and cultural patterns in the Italian states.

WHII.8.e.
Explaining the events related to the unification of Italy and the role of Italian nationalism.

WHII.8.f.
Explaining the events related to the unification of Germany and the role of Bismarck.

WHII.9.e.
Analyzing the relationship between industrialization, imperialism, and nationalism.

WHII.10.a.
Explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II.

Day	Section	Key Concept	Lesson/Activity
1	**The Rise of Nationalism and Imperialism**	Nationalism and Imperialism	Lesson: Introduction to the concepts of nationalism and imperialism in early 20th-century Europe. Activity: Analysis of primary sources related to nationalist and imperialist sentiments.
2	**Militarism and the Arms Race**	Militarism and Arms Race	Lesson: Exploration of the development of militarism and the arms race among European powers. Activity: Group discussion on the impact of militarism on international relations.
3	**The Web of Alliances**	Alliance Systems	Lesson: Understanding the complex alliance systems in pre-WWI Europe, including the Triple Entente and Triple Alliance. Activity: Role-playing exercise to simulate the diplomatic challenges of alliance politics.
4	**The Spark of Conflict**	Assassination of Franz Ferdinand	Lesson: Detailed study of the events leading to and following the assassination of Archduke Franz Ferdinand. Activity: Creating a timeline of events from the assassination to the outbreak of WWI.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive test covering key concepts, events, and figures discussed in the unit.

Unit 12: The Russian Revolution

Unit Overview

The Russian Revolution, a pivotal moment in history, unfolded amidst the turmoil of World War I, marked by the Russian populace's clamor for reform, civil liberties, and governmental participation. The era witnessed Russia's transition from a predominantly agricultural society under the autocratic rule of the Romanovs to a stage of political upheaval and reform. Influenced by Western ideas and driven by social discontent, movements for change culminated in the rise of new political ideologies and the eventual overthrow of Tsarist rule. The Revolution's complexity lay in its blend of rapid industrialization, political strife, and the interplay of various social classes, leading to the rise of the Bolsheviks and the establishment of a Communist government, fundamentally altering Russia's trajectory and its role on the world stage.

SOL Standards

WHII.10.b.
Describing the location of major battles and the role of new technologies.

WHII.10.d.
Citing causes and consequences of the Russian Revolution.

Day	Section	Key Concept	Lesson/Activity
1	**The Roots of Revolution**	Early Causes of Discontent	Lesson: Overview of the 19th-century Russian society and the Romanov rule. Activity: Analyze primary sources on serfdom and intelligentsia.
2	**The Rise of Discontent**	Seeds of Revolutionary Thought	Lesson: Study of the Decembrist Revolt and Alexander II's reforms. Activity: Group discussion on the impact of reforms and continued autocracy.
3	**The Fall of the Tsar**	Nicholas II and the Prelude to Revolution	Lesson: Examination of Nicholas II's reign, Russo-Japanese War, and Bloody Sunday. Activity: Role-play of the 1905 protests and government response.
4	**The Bolshevik Revolution**	The Overthrow of Tsarist Russia	Lesson: Detailed look at the events leading to the October Revolution. Activity: Debate on the effectiveness of the Provisional Government vs. Bolshevik strategies.
5	**Unit Assessment**	Synthesis of Revolutionary Events and Outcomes	Assessment: Comprehensive test covering key events, figures, and ideologies of the Russian Revolution. Analysis of the Revolution's impact on 20th-century global politics.

Unit 13: World War I

Unit Overview

World War I, often called The Great War, was a global conflict that defied initial expectations of a swift victory and spiraled into a lengthy, intense stalemate. The war engaged numerous nations, exhausting their human and material resources. This lesson explores the war's onset, marked by Germany's strategic moves against France and Russia, the resulting stalemate on the Western Front, and the extensive use of trench warfare. It delves into battles on multiple fronts, including the Eastern Front and sea warfare, while highlighting technological advancements in warfare. The unit also examines the war's impact on the home front, including shifts in civilian life and government roles, and concludes with the conflict's resolution and its profound, lasting effects on Europe and the world.

SOL Standards

WHII.10.a.
Explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II.

WHII.10.b.
Describing the location of major battles and the role of new technologies.

WHII.10.d.
Citing causes and consequences of the Russian Revolution.

Day	Section	Key Concept	Lesson/Activity
1	**The Early Days of World War I**	Initial Strategies and Alignments	Lesson: Overview of the war's commencement and key alliances. Activity: Analysis of the Schlieffen Plan and its implications.
2	**Stalemate on the Western Front**	Trench Warfare and its Impact	Lesson: Understanding the nature and challenges of trench warfare. Activity: Exploring life in the trenches through primary sources.
3	**The War on Other Fronts**	Global Expansion of the War	Lesson: Examination of battles on the Eastern Front and other regions. Activity: Case study of the Gallipoli Campaign.
4	**Science Meets Warfare**	Technological Innovations in WWI	Lesson: The role of technology and new weapons in the war. Activity: Research and presentation on the use of airplanes and tanks.
5	**The Home Front and The End of the War**	Societal Changes and War's Conclusion	Lesson: Impact of the war on civilian life and government policies. Activity: Discussion on the causes and consequences of the Russian Revolution and the U.S. entry into the war. Unit Assessment: Comprehensive review and assessment of key concepts and events.

Unit 14: The Treaty of Versailles and its Consequences

Unit Overview

This unit explores the aftermath of World War I and the consequential Treaty of Versailles. It examines the complex challenges faced by the war-torn European nations, their dependence on American loans, and the economic turmoil following the American stock market crash. Key themes include the conflicting ambitions of major powers at the Paris Peace Conference, the harsh terms of the Treaty of Versailles and their impacts on Germany, the establishment and implications of the League of Nations, and the global shift towards economic depression and political extremism as direct outcomes of the treaty's provisions. The unit delves into how these events shaped the course of the twentieth century, setting the stage for future conflicts and global changes.

SOL Standards

WHII.10.b.
Describing the location of major battles and the role of new technologies.

WHII.10.c.
Analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system.

Day	Section	Key Concept	Lesson/Activity
1	**The Aftermath of WWI**	The immediate post-war situation and challenges	Lesson: Overview of Europe's state post-WWI and the armistice implications. Activity: Analyzing the economic and social impact of WWI on European countries.
2	**The Paris Peace Conference**	Divergent aims and outcomes of the Treaty of Versailles	Lesson: Examination of the major powers' goals and the terms of the Treaty of Versailles. Activity: Debate on the fairness and potential consequences of the treaty terms.
3	**The League of Nations and Global Politics**	The formation and role of the League of Nations	Lesson: Understanding the League of Nations' purpose and its limitations. Activity: Role-play simulation of a League of Nations meeting addressing a global issue.
4	**The Road to Economic Depression**	The connection between the treaty and the global economic downturn	Lesson: Exploring the links between the treaty's economic terms and the onset of the Great Depression. Activity: Case study analysis of the American stock market crash and its global effects.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the key concepts, events, and implications of the Treaty of Versailles and its aftermath

Unit 15: The Unanswered Threats of the 1930s

Unit Overview

This lesson explores the turbulent 1930s, a decade marked by the Great Depression, rising totalitarian regimes, and the policy of appeasement. It delves into how economic hardship and disillusionment with democratic processes led to the rise of dictators in Italy, Germany, the Soviet Union, and Japan. These regimes, characterized by their totalitarian nature, promised prosperity but at the cost of individual freedoms and representative government. The lesson highlights how democratic nations, preoccupied with their own economic woes and the haunting memories of World War I, failed to effectively counter these threats, setting the stage for the eventual outbreak of World War II.

SOL Standards

WHII.10.c.
Analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system.

WHII.10.e.
Explaining the causes and assessing the impact of worldwide depression in the 1930s.

WHII.10.f.
Examining the rise of totalitarianism.

WHII.11.b.
Describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

Day	Section	Key Concept	Lesson/Activity
1	**The Great Depression's Impact**	Economic and Political Fallout of the 1930s	Lesson: Understanding the global effects of the Great Depression Activity: Analyzing economic data and political responses
2	**Rise of Totalitarian Regimes**	Characteristics of Totalitarianism	Lesson: Exploring the rise of Fascism, Nazism, and Soviet Communism Activity: Comparative analysis of totalitarian governments
3	**The Policy of Appeasement**	Failure to Counter Totalitarian Threats	Lesson: Evaluating the policy of appeasement and its consequences Activity: Debate on alternative strategies to appeasement
4	**Prelude to World War II**	Events Leading to War	Lesson: Tracing the steps leading to World War II Activity: Timeline creation of key events in the 1930s
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating understanding of the 1930s and its impact on World War II

Unit 16: World War II

Unit Overview

World War II, beginning with Germany's invasion of Poland in 1939 and ending with Japan's surrender in 1945, represents the most catastrophic conflict in human history. This unit explores key events of the war, including the blitzkrieg tactics, the pivotal battles on various fronts, the rise of resistance movements, and the eventual Allied victory. It delves into the political, social, and technological transformations that the war triggered, including shifts in global power dynamics, advancements in military technology, and the profound human and material costs. The unit emphasizes understanding the complex causes, significant events, and far-reaching impacts of World War II on the world.

SOL Standards

WHII.10.f.
Examining the rise of totalitarianism.

WHII.11.b.
Describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

WHII.11.c.
Describing the major events, including major battles and the role of new technologies.

Day	Section	Key Concept	Lesson/Activity
1	**The Outbreak of War**	Causes and early events of WWII	Lesson: Overview of the invasion of Poland and early German aggression Activity: Analysis of primary sources from 1939
2	**The Expansion of Conflict**	Global spread and key battles of 1940-41	Lesson: Study of major battles and the entry of new countries into the war Activity: Map exercise tracing the expansion of the war
3	**Turning Points**	Key battles and shifts in 1942	Lesson: Examination of the Battles of Midway, Stalingrad, and Alamein Activity: Group discussion on how these battles shifted the war's momentum
4	**Towards Victory**	The path to Allied victory	Lesson: Analysis of the Allied invasion of Europe and the Pacific Campaign Activity: Role-play simulation of strategic planning by the Allies
5	**Reflection and Impact**	Post-war world	Unit Assessment: Essay on the impacts of WWII on modern geopolitics and society

Unit 17: The Tragedy of the Holocaust

Unit Overview

This unit, "The Tragedy of the Holocaust," delves into the dark era of Nazi extremism, uncovering the harrowing realities of the Holocaust. As the Allies advanced towards Berlin in 1945, they stumbled upon the horrendous truth of Adolf Hitler's genocidal campaign against those he deemed inferior. Despite some leaked information, the world was unprepared for the sheer inhumanity and cruelty uncovered in the state-sponsored death camps. The unit aims to understand how this tragedy unfolded, exploring Hitler's philosophies, the rise of anti-Semitism in Nazi Germany, and the impact of these policies on Jewish communities and other marginalized groups.

SOL Standards

WHII.10.f.
Examining the rise of totalitarianism.

WHII.11.b.
Describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

WHII.11.c.
Describing the major events, including major battles and the role of new technologies.

WHII.11.d.
Examining the Holocaust and other examples of genocide in the twentieth century.

WHII.11.e.
Examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Day	Section	Key Concept	Lesson/Activity
1	**Hitler's Philosophy of Racism**	Origins of Nazi Ideology	Lesson: Overview of Hitler's early influences and anti-Semitic beliefs Activity: Analysis of Hitler's speeches and Mein Kampf excerpts
2	**Anti-Semitism and the Nazi Party**	Rise of Nazi Anti-Semitism	Lesson: Study of the Reichstag Fire and Nuremberg Laws Activity: Discussion on the impact of propaganda
3	**The 1936 Berlin Olympics**	Propaganda and Aryan Supremacy	Lesson: The Olympics as a Nazi tool Activity: Jesse Owens case study
4	**The Ghettos and the Camps**	Implementation of the Final Solution	Lesson: Exploration of ghetto life and concentration camps Activity: Examination of survivor accounts and camp layouts
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts of the unit

Unit 18: Historical Thinking Skills I

Unit Overview

This unit on historical thinking skills is designed to equip students with the ability to critically analyze and synthesize information from a range of historical sources, including artifacts, primary, and secondary sources. It emphasizes geographical analysis, economic decision-making, and responsible citizenship. The unit guides learners through various methods of obtaining and interpreting historical data, such as analyzing charts, graphs, and pictures, and evaluating sources for accuracy, bias, and credibility. The focus is on building a comprehensive understanding of world history through the synthesis of diverse evidence. The unit also incorporates geographical perspectives, analyzing how location, place, movement, and human-environment interactions influence historical events. The objective is for students to develop a nuanced understanding of history and its impact on the present and future.

SOL Standards

WHII.1.a.
Synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history.

WHII.1.b.
Using geographic information to determine patterns and trends in world history.

WHII.1.c.
Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history.

WHII.1.d.
Evaluating sources for accuracy, credibility, bias, and propaganda.

WHII.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in world history.

WHII.1.f.
Explaining how indirect cause-and-effect relationships impacted people, places, and events in world history.

WHII.1.g.
Analyzing multiple connections across time and place.

WHII.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

WHII.1.j.
Investigating and researching to develop products orally and in writing.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Historical Sources**	Synthesis of Historical Evidence	Lesson: Introduction to types of historical sources (artifacts, primary, secondary) Activity: Analyzing different source types
2	**Evaluating Historical Sources**	Source Evaluation for Accuracy and Bias	Lesson: Techniques for evaluating the credibility and bias in sources Activity: Practicing source evaluation with various historical documents
3	**Geographic Influence in History**	Geographic Analysis in Historical Context	Lesson: Exploring the five themes of geography in history Activity: Applying geographic themes to analyze historical events
4	**Interpreting Visual Historical Data**	Analysis of Charts, Graphs, and Pictures	Lesson: Techniques for interpreting visual data in history Activity: Analyzing historical charts, graphs, and photographs
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering all key concepts and skills learned in the unit

Unit 19: Multinational Organizations

Unit Overview

This unit explores the evolution and structure of multinational organizations, with a focus on the United Nations (U.N.). Originating from the failure of the League of Nations and the devastation of World War II, the U.N. was established as a symbol of international cooperation and peacekeeping. Through lessons and activities, students will examine the formation of the U.N., its key divisions such as the General Assembly, Security Council, and International Court of Justice, and its role in addressing global issues. The unit also delves into the challenges and criticisms faced by the U.N., highlighting its complex relationship with various geopolitical entities and its impact on world affairs.

SOL Standards

WHII.11.e.
Examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Day	Section	Key Concept	Lesson/Activity
1	**Formation of the U.N.**	The origins and purpose of the United Nations	Lesson: Introduction to the U.N. and its historical context Activity: Analyzing the Atlantic Charter and Declaration by United Nations
2	**Structure of the U.N.**	Understanding the U.N.'s organizational composition	Lesson: Overview of U.N. divisions like the General Assembly and Security Council Activity: Role-play exercise simulating a U.N. General Assembly session
3	**The U.N. in Global Affairs**	The U.N.'s role in global issues and conflicts	Lesson: Case studies on U.N. interventions in historical conflicts Activity: Group discussion on the effectiveness of U.N. peacekeeping efforts
4	**Criticisms and Challenges**	Challenges and criticisms faced by the U.N.	Lesson: Exploration of critiques and the U.N.'s responses Activity: Debate on the relevance and efficiency of the U.N. in the modern world
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts and historical events related to the United Nations

Unit 20: The Division of Palestine

Unit Overview

This lesson explores the complex history and ongoing conflict surrounding the division of Palestine. Beginning with the opposition to colonial powers and Jewish migration before World War II, the unit delves into the events leading to the establishment of Israel and the ensuing Arab-Israeli conflict. Key moments include the British withdrawal, the UN's partition plan, the creation of Israel, and the resulting wars and peace efforts. The unit examines the rise of Zionism, the impact of the Balfour Declaration, the Palestinian refugee crisis, and the roles of key figures and nations in shaping the region's history. It also looks at the Oslo Accords, the influence of the PLO, and the ongoing challenges in achieving peace, particularly regarding Jerusalem and Palestinian statehood.

SOL Standards

WG.18.b.
Describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

Day	Section	Key Concept	Lesson/Activity
1	**The Rise of Zionism**	Understanding Zionism and Jewish Migration	Lesson: Explore the origins and development of Zionism. Activity: Analyze primary sources on Zionism.
2	**The British Mandate and Partition**	The Role of the British and the UN in Palestine	Lesson: Study the British Mandate and the UN partition plan. Activity: Debate on the partition plan.
3	**Establishment of Israel**	Creation of Israel and Initial Arab-Israeli Conflict	Lesson: Discuss the declaration of Israel and the 1948 war. Activity: Map analysis of 1948 war changes.
4	**Wars and Peace Efforts**	Major Conflicts and Attempts at Peace	Lesson: Review major wars and peace accords. Activity: Case study of a specific peace effort.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key concepts and events of the unit.

Unit 21: The Cold War: Part 1

Unit Overview

This lesson explores the Cold War, a period of geopolitical tension between the Soviet Union and the United States following World War II. Characterized by political, economic, and military rivalries, the Cold War saw an arms race, the division of Europe, and proxy wars worldwide. Key events include the Berlin Airlift, the Marshall Plan, NATO's formation, and the Berlin Crisis. The unit examines the ideological clash between communism and democracy, highlighting the lasting global impact of this era.

SOL Standards

WHII.11.b.
Describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

WHII.11.c.
Describing the major events, including major battles and the role of new technologies.

WHII.11.e.
Examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

Day	Section	Key Concept	Lesson/Activity
1	**The Origins of the Cold War**	Exploring the roots and early tensions of the Cold War	Lesson: Overview of post-WWII politics Activity: Analyzing primary sources from the early Cold War period
2	**The Marshall Plan and Berlin Crisis**	Understanding economic and political strategies in Europe	Lesson: Impact of the Marshall Plan Activity: Case study on the Berlin Airlift and its implications
3	**NATO and the Warsaw Pact**	Examining military alliances and their effects	Lesson: Formation and purpose of NATO and Warsaw Pact Activity: Discussion on the impact of military alliances
4	**The Nuclear Arms Race**	The escalation and implications of nuclear weaponry	Lesson: Development of nuclear arms Activity: Debate on the ethics and impact of nuclear proliferation
5	**Unit Assessment**	Synthesis of Cold War themes and events	Assessment: Comprehensive test covering key concepts and events of the Cold War era

Unit 22: The Cold War: Part 2

Unit Overview

The Cold War: Part 2 explores the intense and multifaceted rivalry between the United States and the Soviet Union during the 1950s and 1960s. This period witnessed significant events such as the Korean War, the Cuban Missile Crisis, and the Space Race. The Korean War highlighted the military and ideological clash, while the Cuban Missile Crisis brought the world to the brink of nuclear war. The Space Race, epitomized by achievements like Yuri Gagarin's spaceflight and the Apollo-Soyuz Project, marked a competition for technological supremacy. This unit delves into these crucial historical episodes, examining their impact on the global stage and the eventual shift towards cooperation in space exploration.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

WHII.12.d.
Examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

Day	Section	Key Concept	Lesson/Activity
1	**The Korean War**	Cold War in Asia	Lesson: Overview of the Korean War and its global implications. Activity: Analyzing primary sources from the Korean War era.
2	**De-Stalinization**	Political Changes in the USSR	Lesson: Understanding Khrushchev's rise and policies in the USSR. Activity: Debating the impact of de-Stalinization on the Cold War dynamics.
3	**The Cuban Missile Crisis**	Brinkmanship and Diplomacy	Lesson: Detailed study of the Cuban Missile Crisis events. Activity: Role-playing the key decision-makers during the crisis.
4	**The Space Race**	Technological Rivalry	Lesson: Exploring major milestones in the Space Race. Activity: Creating a timeline of significant events in space exploration during the Cold War.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts, events, and figures from the unit.

Unit 23: The Cold War in Vietnam and Afghanistan

Unit Overview

The Cold War's extension into Southeast Asia and Central Asia through the Vietnam and Afghanistan conflicts showcases a period of intense geopolitical struggle between the United States and the Soviet Union. This unit explores the intricate dynamics of these wars, focusing on Vietnam's shift from French colonial rule to a divided nation embroiled in a protracted conflict, influenced by the U.S. policy of containment and the domino theory. The narrative then shifts to Afghanistan, where Soviet intervention met fierce resistance from mujahideen fighters, leading to a protracted and costly war for the Soviets. Both conflicts exemplify the broader Cold War tensions and their global impact, highlighting the struggles of superpowers in foreign lands and the eventual realization of the limits of military intervention.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

Day	Section	Key Concept	Lesson/Activity
1	**The End of French Rule in Indochina**	Colonialism and Independence Movements	Lesson: Overview of Indochina under French rule Activity: Analyzing the causes of independence movements in Vietnam
2	**The War in Vietnam**	Cold War Ideologies and Conflicts	Lesson: The escalation of the Vietnam War Activity: Exploring the effects of U.S. policies in Vietnam
3	**U.S. Involvement and the Viet Cong**	Guerrilla Warfare and Foreign Intervention	Lesson: Analysis of U.S. military tactics and Viet Cong strategy Activity: Role-play debate on U.S. involvement in Vietnam
4	**Afghanistan and the Soviet Union**	Superpower Expansion and Resistance	Lesson: Soviet invasion of Afghanistan and the mujahideen response Activity: Research project on the impact of the Soviet-Afghan War
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts and events of the unit

Unit 24: China Takes a Great Leap Forward

Unit Overview

This unit explores the tumultuous journey of China from the 1920s through World War II, culminating in the rise of the People's Republic of China under Mao Zedong. Beginning with the power struggle between the Nationalists and warlords, the narrative delves into the alliance of Sun Yat-sen's Nationalist Party with the nascent Communist Party, followed by Jiang Jieshi's ascension and his rivalry with the communists. The unit covers key events like the Long March, the Sino-Japanese War, and the eventual triumph of the Chinese Communist Party. It examines Mao's policies, including the Great Leap Forward, and their consequences, alongside the broader context of the Cold War and China's changing international status, particularly in relation to the United States and Taiwan.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

WHII.12.c.
Describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh.

Day	Section	Key Concept	Lesson/Activity
1	**The Nationalist Struggle**	The rise of Nationalism and Warlord Conflicts	Lesson: Overview of Nationalist Party's rise and conflict with warlords Activity: Analysis of Sun Yat-sen's policies
2	**The Communist Movement**	Emergence of the Communist Party	Lesson: Mao Zedong's role and the early communist movement Activity: Discussion on the impact of the Long March
3	**Sino-Japanese War**	Impact of Japanese Aggression	Lesson: Examination of the Sino-Japanese War and its effects Activity: Role-play exercise on strategic decisions
4	**The Rise of Mao and the CCP**	Communist Victory in Civil War	Lesson: Mao Zedong's strategies and the civil war outcome Activity: Debate on communist vs nationalist strategies
5	**Assessment and Reflection**	Synthesis of Unit Concepts	Assessment: Unit test covering key concepts and events Activity: Reflection essay on the impact of these events on modern China

Unit 25: The Decolonization of India

Unit Overview

This unit explores the complex history of India's decolonization post-World War II, highlighting the independence movements, internal conflicts, and the emergence of new nations. It delves into the nonviolent resistance led by Mahatma Gandhi against British rule, the contentious partition of India and Pakistan, and the subsequent challenges faced by these nations, including religious and political strife. The unit also examines the impact of these events on neighboring regions, the evolving political landscape, and the socio-economic challenges in the wake of independence.

SOL Standards

WHII.13.a.
Describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy.

Day	Section	Key Concept	Lesson/Activity
1	**The Struggle for Freedom**	Nonviolent Resistance	Lesson: Gandhi's Philosophy and Tactics Activity: Analyzing Gandhi's Speeches
2	**Partition of India**	Political and Religious Divide	Lesson: The Creation of Pakistan and Bangladesh Activity: Mapping the Partition
3	**Post-Independence Challenges**	National Identity and Conflict	Lesson: India and Pakistan's Early Years Activity: Debating the Kashmir Issue
4	**Leaders and Legacy**	Leadership and Assassinations	Lesson: Profiles of Nehru, Indira Gandhi, and Jinnah Activity: Leadership Analysis Project
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive Test on Decolonization of India

Unit 26: Japan: From Defeated Nation to Economic Power

Unit Overview

This unit traces Japan's remarkable transformation from a defeated nation in World War II to a global economic powerhouse. It covers the American occupation and its impact on Japan's political and social structures, including the establishment of a democratic government and economic reforms. The unit also explores Japan's role in the Cold War, the rapid economic growth in the post-war era, and the challenges it faced in the 1990s, including competition in global markets, environmental issues, and urban overcrowding. This journey illustrates how Japan overcame adversity and repositioned itself on the world stage.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

Day	Section	Key Concept	Lesson/Activity
1	**Post-war Occupation**	Rebuilding and Reform	Lesson: The American Occupation and Its Goals Activity: Analyzing the 1946 Constitution
2	**Cold War Realignment**	Strategic Alliances	Lesson: Japan in the Cold War Context Activity: Treaty of San Francisco Discussion
3	**Economic Resurgence**	Industrial and Technological Growth	Lesson: Factors Behind Japan's Economic Boom Activity: Case Study on Japanese Industries
4	**Contemporary Challenges**	Adapting to New Realities	Lesson: Japan's Economic Slowdown and Environmental Issues Activity: Urban Planning and Environmental Studies
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluation of Japan's Transformation from 1945 to Present

Unit 27: The Resurgence of Western Europe

Unit Overview

This unit examines the astonishing economic and political resurgence of Western Europe following the devastation of World War II. It details the initial post-war challenges, the remarkable recovery fueled by initiatives like the Marshall Plan, and the formation and evolution of the European Union. The unit also explores the economic crises of the 1970s, the impact of decolonization, and the social and political changes that reshaped Western Europe. Through this narrative, students will understand how Western Europe overcame adversity to become a significant, united force in global affairs.

SOL Standards

WHII.11.b.
Describing the leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

WHII.11.e.
Examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WHII.14.c.
Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Day	Section	Key Concept	Lesson/Activity
1	**The Post-war Nightmare**	Recovery and Rebuilding	Lesson: Post-WWII Challenges in Western Europe Activity: Analyzing Post-war Recovery Strategies
2	**Formation of the European Union**	Economic and Political Integration	Lesson: From Common Market to European Union Activity: Debating the Impact of the EU
3	**Decolonization**	End of Empires	Lesson: The Impact of Decolonization on Europe Activity: Case Studies of Former Colonies
4	**Economic Crisis**	Challenges and Responses	Lesson: The Economic Crises of the 1970s Activity: Exploring Economic Policies of the Era
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluation of Western Europe's Resurgence Post-WWII

Unit 28: The Fall of the Soviet Union

Unit Overview

This unit examines the dramatic fall of the Soviet Union, an event that reshaped the global political landscape. It explores the internal economic struggles and political reforms that led to the dissolution of one of the world's most powerful entities. Key topics include life under a command economy, the Brezhnev era's policies, Gorbachev's reforms, and the eventual fragmentation of the Soviet Union into independent states. The unit provides insights into how the Soviet Union's collapse affected global politics, leading to the end of the Cold War and the emergence of new challenges in the post-Soviet era.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

WHII.12.d.
Examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

WHII.14.b.
Assessing the link between economic and political freedom.

Day	Section	Key Concept	Lesson/Activity
1	**Life in a Command Economy**	Soviet Economic System	Lesson: Understanding the Soviet Command Economy Activity: Comparing Command and Free Market Economies
2	**The Brezhnev Era**	Political Suppression and Expansion	Lesson: Brezhnev's Leadership and Foreign Policy Activity: Analyzing the Brezhnev Doctrine Impact
3	**Gorbachev and Reform**	Initiatives for Change	Lesson: Perestroika and Glasnost Reforms Activity: Debating the Effectiveness of Gorbachev's Policies
4	**The Dissolution of the Soviet Union**	End of an Era	Lesson: The Collapse of the Soviet Union Activity: Mapping the Post-Soviet States
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluation of the Factors Leading to the Fall of the Soviet Union

Unit 29: An Era of Change for Eastern Europe

Unit Overview

This unit explores the profound changes in Eastern Europe following the collapse of the Soviet Union. It delves into the region's shift from communist governments to free market economies and the restoration of civil liberties. Key moments include the resistance movements against Soviet control, the peaceful and violent transitions to democracy, and the complex ethnic and nationalistic tensions that surfaced, particularly in the Balkans. The unit aims to provide a comprehensive understanding of the political, economic, and social transformations that reshaped Eastern Europe during this era of change.

SOL Standards

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

WHII.12.d.
Examining the political and economic shifts that led to the end of the Cold War, with emphasis on Margaret Thatcher, Mikhail Gorbachev, and Ronald Reagan.

WHII.14.c.
Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Day	Section	Key Concept	Lesson/Activity
1	**In the Soviet Shadow**	Soviet Influence and Control	Lesson: The Soviet Union's Impact on Eastern Europe Activity: Analyzing Post-WWII Propaganda in Eastern Europe
2	**The Resistance Movement**	Fight for Independence	Lesson: Key Uprisings Against Soviet Domination Activity: Case Study on the Hungarian Revolution of 1956
3	**Reform and Transition**	Political and Economic Shifts	Lesson: The Fall of Communism in Eastern Europe Activity: Role Play of Berlin Wall's Fall Negotiations
4	**Yugoslavia's Turmoil**	Ethnic Conflict and War	Lesson: The Breakup of Yugoslavia and the Ensuing Conflicts Activity: Debate on International Intervention in the Balkans
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluation of Eastern Europe's Transformation Post-Soviet Union

Unit 30: Islamic Nationalism and the Middle East

Unit Overview

This unit delves into the complex tapestry of Islamic Nationalism and its impact on the Middle East, exploring the region's journey towards independence, modernization, and the various forms of government that emerged. It addresses the role of oil reserves in shaping international relations and the region's significance during the Cold War. The unit highlights key events such as Iran's revolution, the Iran-Iraq War, and conflicts in the Persian Gulf, illustrating how these events have influenced the current political and social landscape of the Middle East.

SOL Standards

WHII.8.c.
Describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement.

WHII.12.a.
Explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

WHII.14.a.
Identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies.

WHII.14.d.
Analyzing the increasing impact of terrorism.

Day	Section	Key Concept	Lesson/Activity
1	**Independence and Islamic Revival**	Rise of Nationalism	Lesson: Post-Colonial Nationalism in the Middle East Activity: Debating the Impact of Western Influence
2	**The Islamic States and the Cold War**	Superpower Involvement	Lesson: The Middle East During the Cold War Activity: Analyzing the Impact of Oil on International Relations
3	**Iran's Revolution**	Theocratic Shifts	Lesson: The Iranian Revolution and Its Aftermath Activity: Role-Playing Key Figures in the Iranian Revolution
4	**Wars in the Persian Gulf**	Regional Conflict and Global Implications	Lesson: The Iran-Iraq War and Gulf Wars Activity: Creating Timelines of Key Events in Persian Gulf Wars
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluating the Evolution of Islamic Nationalism and Its Impact on the Middle East

Unit 31: The Liberation of Africa

Unit Overview

This unit examines Africa's journey from colonialism to independence, highlighting the challenges and triumphs that shaped the continent in the 20th century. Starting with only four independent countries in 1950, Africa saw a rapid surge in nations achieving self-rule by 1970. Despite the joy of independence, the new governments grappled with complex economic, social, and political issues. The unit explores the legacy of colonialism, the impact of the Cold War on Africa, and the varying outcomes of independence across different African states, providing a comprehensive understanding of Africa's transformation during this period.

SOL Standards

WHII.13.b.
Describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa.

Day	Section	Key Concept	Lesson/Activity
1	**The Liberation of Africa**	Colonialism and Resentment	Lesson: Colonial Impact on Africa Activity: Analyzing the Growth of Pan-Africanism
2	**The Legacy of Colonialism**	Post-Colonial Challenges	Lesson: Effects of Imperialism on Modern Africa Activity: Case Study on Economic Dependencies
3	**Africa and the Cold War**	Global Politics and Conflict	Lesson: Superpower Influence in African Politics Activity: Role-Playing Cold War Scenarios in Africa
4	**The Impact of Independence**	Transition to Self-Rule	Lesson: Case Studies of Independence in Kenya, Congo, and Uganda Activity: Comparing Different Paths to Independence
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluating the Complexities of African Independence and Its Aftermath

Unit 32: The Struggle To End Apartheid

Unit Overview

This unit explores the intense struggle to end apartheid in South Africa, a system of institutionalized racial segregation and discrimination. It highlights the establishment of apartheid by the Afrikaner Nationalist Party, the resulting oppressive conditions under which the non-white majority lived, and the powerful resistance movements led by groups like the African National Congress. Key figures such as Nelson Mandela become central to the narrative, embodying the fight for equality and justice. The unit culminates in the transition to a democratic South Africa, showcasing the nation's journey through economic sanctions, international pressure, and internal reform towards majority rule and civil liberties.

SOL Standards

WHII.13.b.
Describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa.

Day	Section	Key Concept	Lesson/Activity
1	**The Establishment of Apartheid**	Origins of Apartheid	Lesson: Apartheid's Inception and Implementation Activity: Analyzing Apartheid Legislation
2	**Life Under Apartheid**	Daily Realities of Segregation	Lesson: The Impact of Apartheid on Daily Life Activity: Personal Narratives from the Apartheid Era
3	**The Resistance Movement**	Opposition and Protest	Lesson: The ANC and Anti-Apartheid Struggle Activity: Study of the Sharpeville Massacre and Its Aftermath
4	**The Impact of Nelson Mandela**	Leadership and Change	Lesson: Nelson Mandela's Role in Ending Apartheid Activity: Nelson Mandela's Speeches and Their Influence
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluating the Factors Leading to the End of Apartheid and the Establishment of Majority Rule

Unit 33: Forces of Change In Latin America

Unit Overview

This unit delves into the complex historical and contemporary dynamics of Latin America, a region marked by diverse cultures, political upheavals, and significant social changes. Covering South America, the Caribbean, Central America, and Mexico, the unit explores the post-World War II era characterized by revolutions, modernization, and the shift from authoritarian regimes to democratic governments in the 1980s. It examines the causes of unrest rooted in colonial legacies, the struggle between reformers and conservatives, the impact of U.S. foreign policy, and the economic challenges and social transformations that have shaped the region's recent history.

SOL Standards

WHII.12.b.
Describing the major leaders and events of the Cold War, including the location of major conflicts.

Day	Section	Key Concept	Lesson/Activity
1	**Causes of Unrest**	Roots of Instability	Lesson: Historical Influences and Social Divides Activity: Analyzing Post-War Latin American Society
2	**Reformers vs Conservatives**	Political Struggle	Lesson: The Fight for Social and Political Change Activity: Debating the Role of Reformers and Conservatives
3	**Latin America and the United States**	Foreign Influence and Policy	Lesson: U.S. Involvement in Latin American Affairs Activity: Exploring the Effects of U.S. Policies on Latin America
4	**Economic Ups and Downs**	Challenges of Development	Lesson: Economic Trends and Shifts in Latin America Activity: Case Studies on Economic Policies in Specific Countries
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluating the Forces of Change in Latin America and Their Outcomes

Unit 34: Terrorism and the Multipolar World

Unit Overview

This unit explores the transformation of the world order post-Cold War into a multipolar system, examining the rise of regional powers and the challenges they face. It delves into the alarming increase in terrorism, the complexities of the global arms trade, and the proliferation of weapons of mass destruction. The unit uncovers the roots and impacts of these issues, highlighting how they've reshaped international relations and security dynamics. It also addresses the response of the international community to these challenges, including efforts to combat terrorism and control the spread of dangerous weapons.

SOL Standards

WHII.14.a.
Identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies.

WHII.14.d.
Analyzing the increasing impact of terrorism.

Day	Section	Key Concept	Lesson/Activity
1	**The Multipolar World**	Emergence of New Powers	Lesson: Transition from Bipolar to Multipolar World Activity: Analyzing the Role of Regional Powers
2	**Intimidation through Terrorism**	Terrorism in the Modern World	Lesson: Evolution and Impact of Global Terrorism Activity: Case Studies on Major Terrorist Attacks
3	**The Global Arms Trade**	Weaponry and International Security	Lesson: Dynamics of the Global Arms Trade Activity: Debate on Arms Trade Regulations
4	**The Proliferation of Nuclear Weapons**	Nuclear Threats	Lesson: Nuclear Weapons in the Contemporary World Activity: Discussion on Nuclear Non-proliferation
5	**Unit Assessment**	Comprehensive Review	Assessment: Evaluating the Impacts of a Multipolar World and Contemporary Threats

Unit 35: World Religions

Unit Overview

This unit offers a comprehensive exploration of five major world religions: Judaism, Christianity, Islam, Buddhism, and Hinduism. It aims to deepen understanding of their beliefs, sacred writings, traditions, customs, and their geographic distribution in the contemporary world. By examining each religion's unique characteristics and influences, the unit provides a rich context for appreciating the diversity and commonalities of religious experiences globally. This study is crucial in fostering a more inclusive and informed perspective on the complex tapestry of human belief systems and cultural practices.

SOL Standards

WHII.15.
The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by:

WHII.15.a.
Describing their beliefs, sacred writings, traditions, and customs.

WHII.15.b.
Locating the geographic distribution of religions in the contemporary world.

Day	Section	Key Concept	Lesson/Activity
1	**Judaism**	Foundations and Practices	Lesson: Overview of Judaism's History, Beliefs, and Practices Activity: Analyzing Key Jewish Texts and Traditions
2	**Christianity**	Core Beliefs and Influence	Lesson: Understanding Christianity's Beliefs and Global Impact Activity: Exploring Christian Traditions and Customs
3	**Islam**	Principles and Expansion	Lesson: Study of Islamic Beliefs, Prophet Muhammad's Teachings Activity: Mapping Islam's Geographical Spread
4	**Buddhism and Hinduism**	Teachings and Philosophy	Lesson: Exploring Buddhist and Hindu Concepts, Practices Activity: Comparative Analysis of Eastern Religions
5	**Unit Assessment**	Comparative Religion	Assessment: Evaluating Understanding of World Religions, Their Practices, and Influence in the Contemporary World

Unit 36: Historical Thinking Skills II

Unit Overview

In this comprehensive unit, students will engage in a deep exploration of historical thinking skills, focusing on geographical analysis, economic decision making, and responsible citizenship. Each day is dedicated to a distinct aspect of historical analysis, enhancing students' ability to understand and interpret the complexity of world history. Beginning with an examination of diverse historical, cultural, economic, and political perspectives, the unit guides students through the intricacies of indirect cause-and-effect relationships, revealing how seemingly isolated events are interconnected across time and geography. Students will also delve into the ethical use of materials, understanding their rights and responsibilities as informed citizens, and the importance of respecting intellectual property. The unit culminates in an assessment that synthesizes these concepts, ensuring a comprehensive grasp of the skills necessary for historical analysis and responsible global citizenship. This journey through historical thinking skills equips students with the tools to critically analyze past events and their lasting impacts, fostering a deeper appreciation of our shared human experience.

SOL Standards

WHII.1.a.

Synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history.

WHII.1.d.

Evaluating sources for accuracy, credibility, bias, and propaganda.

WHII.1.e.

Comparing and contrasting historical, cultural, economic, and political perspectives in world history.

WHII.1.f.

Explaining how indirect cause-and-effect relationships impacted people, places, and events in world history.

WHII.1.g.

Analyzing multiple connections across time and place.

WHII.1.h.

Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

WHII.1.j.

Investigating and researching to develop products orally and in writing.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Different Perspectives in World History**	Comparative Historical Analysis	Lesson: Exploring Varied Historical Narratives Activity: Case Studies on Diverse Cultural Perspectives
2	**Indirect Cause-and-Effect Relationships in World History**	Analyzing Historical Interconnections	Lesson: Understanding Complex Historical Relationships Activity: Mapping Indirect Effects in Significant Events
3	**Analyzing Connections Across History and Geography**	Interdisciplinary Historical Analysis	Lesson: Linking Historical Events Across Time and Space Activity: Creating Timelines and Maps to Visualize Connections
4	**Rights, Responsibilities, and Ethical Use of Materials**	Responsible and Ethical Information Use	Lesson: Discussing Citizenship Rights and Responsibilities Activity: Case Studies on Intellectual Property and Ethical Usage
5	**Unit Assessment**	Synthesis of Historical Thinking Skills	Assessment: Evaluating Understanding of Comparative Analysis, Cause-and-Effect, Interconnections, and Ethical Use of Materials

History & Social Science

Virginia & United States History

Unit 1: Early North American Indigenous Cultures

Unit Overview

In this unit on early North American Indigenous cultures, students will explore the diverse ways in which Indigenous Peoples across different regions of North America utilized their available resources to develop unique cultures, languages, skills, and perspectives. The lesson highlights key Indigenous nations from the Northeast, Mississippi River Valley, Great Plains, Pacific Coast, and Southwest, emphasizing their distinct characteristics, resources, cultures, and worldviews. Through videos and maps, students will gain insights into the harmonious relationships between these Indigenous communities and their environments, showcasing their adaptability, resilience, and deep connections with nature..

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Indigenous Cultures**	Diversity of Indigenous Peoples in North America	Lesson: Overview of early North American Indigenous cultures Activity: Map analysis of Indigenous territories
2	**Northeast Nations**	Resource Utilization and Unique Cultures	Lesson: Characteristics of Northeast Indigenous Peoples Activity: Explore the "Three Sisters" agriculture and cultural practices
3	**Mississippi River Valley and Mound Builders**	Advanced Societies and Monumental Structures	Lesson: The Mississippian culture and their mound-building practices Activity: Create a miniature ceremonial mound
4	**Great Plains and Nomadic Tribes**	Bison, Horse Culture, and Nomadic Lifestyle	Lesson: The nomadic Plains tribes and their reliance on bison Activity: Role-play of Plains tribe's daily life
5	**Pacific Coast and Southwest**	Coastal and Desert Adaptations	Lesson: The Pacific Coast (Haida and Tlingit) and the Southwest (Hopi and Navajo) Indigenous cultures Assessment: Unit assessment on Indigenous cultures and their regional adaptations

Unit 2: Early Exploration

Unit Overview

This unit will explore the Age of Exploration, a period in history when European explorers embarked on overseas journeys to discover new lands and trade routes. Students will learn about significant explorers like Christopher Columbus, Juan Ponce de León, Giovanni da Verrazzano, Jacques Cartier, and Henry Hudson. They will also understand the geopolitical motivations, interactions with indigenous peoples, and the lasting implications of these voyages on North America, including colonization patterns, territorial claims, and cultural impacts.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Age of Exploration**	Motivations for Exploration	Explore the reasons behind European exploration in the Age of Exploration. Discuss in small groups and share findings.
2	**Christopher Columbus**	Columbus's Voyages	Study Christopher Columbus's voyages and their impact. Create a timeline of Columbus's journeys.
3	**Juan Ponce de León**	Exploration of Caribbean	Investigate Juan Ponce de León's exploration of the Caribbean and analyze his interactions with indigenous peoples.
4	**Giovanni da Verrazzano**	Exploring North America	Learn about Giovanni da Verrazzano's exploration of North America's eastern coast and create a map highlighting his discoveries.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assess students' understanding of the Age of Exploration and its impact. Review key concepts and discuss the legacy of exploration.

Unit 3: Global Influences and Expeditions

Unit Overview

In this unit, students will explore the deep religious and political influences that drove global exploration, colonization, and trade patterns during the Age of Exploration. They will examine key historical movements such as the Spanish Reconquista, Protestant Reformation, and Counter-Reformation and their impact on voyages and settlements. Additionally, students will delve into the interconnected Triangular Trade and the Columbian Exchange, understanding their cultural, economic, and human consequences that laid the foundation for our modern globalized world.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3.c.
Explaining the impact of the development of indentured servitude and slavery in the colonies.

Day	Section	Key Concept	Lesson/Activity
1	**Spanish Reconquista**	Influence of Religious Unity	Lesson: Understanding the Spanish Reconquista Activity: Analyzing the motives behind Columbus' voyage
2	**Protestant Reformation**	Religious Rifts and Competitions	Lesson: Examining the Protestant Reformation Activity: Exploring English and Dutch colonization efforts
3	**Counter-Reformation**	Catholic Missionary Activities	Lesson: Studying the Counter-Reformation Activity: Jesuit missions and their role in colonization
4	**Triangular Trade**	The Columbian Exchange	Lesson: Unpacking the Columbian Exchange Activity: Exploring the positive and negative impacts of the exchange
5	**Effects of Exchange & Trade**	Synthesis of Unit Concepts	Assessment: Evaluating the enduring effects of the Columbian Exchange and Triangular Trade

Unit 4: The Thirteen Colonies

Unit Overview

This unit delves into the historical and cultural evolution of the 13 British colonies in America, offering insights into the diverse geographical, economic, and socio-cultural landscapes of the New England, Mid-Atlantic, and Southern colonies. Students will explore the reasons for colonial settlement, from seeking religious freedom to economic ambitions, and how these motivations influenced early American culture and governance. The unit also highlights the crucial role of enslaved individuals in shaping colonial society and economy, offering a comprehensive understanding of the period leading up to the American Revolution.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3.a.
Evaluating the economic characteristics of the colonies.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.3.c.
Explaining the impact of the development of indentured servitude and slavery in the colonies.

VUS.5.a.
Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the 13 Colonies**	Overview of Colonial America	Lesson: Introduction to the 13 British colonies in America Activity: Map analysis of the three colonial regions
2	**Colonial New England**	Life and Economy in New England Colonies	Lesson: Focus on New England's geography, culture, and industries Activity: Research project on New England's fishing industry
3	**The Mid-Atlantic Colonies**	Diversity and Agriculture in Mid-Atlantic	Lesson: Exploration of Mid-Atlantic colonies' economic activities Activity: Group discussion on diversity in Mid-Atlantic colonies
4	**The Southern Colonies**	Agriculture and Slavery in the South	Lesson: Understanding Southern colonies' reliance on agriculture and slavery Activity: Debate on the impact of slavery
5	**Unit Assessment**	Synthesis of Colonial Concepts	Assessment: Comprehensive test covering key concepts from the entire unit

Unit 5: The Political and Religious Landscape of the 13 Colonies

Unit Overview

This unit delves into the complex religious and political landscape of the 13 American Colonies, highlighting how these elements shaped early American society. Students will explore the evolution of religious freedom, the development of political institutions, and the enduring legacy of slavery. The unit covers the diversity of religious beliefs across the colonies, the emergence of representative government, and the impact of the Great Awakening on religious and democratic principles. By examining primary sources and narratives, learners will gain a comprehensive understanding of the foundations that led to the formation of the United States.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3.a.
Evaluating the economic characteristics of the colonies.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.3.c.
Explaining the impact of the development of indentured servitude and slavery in the colonies.

VUS.5.a.
Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Day	Section	Key Concept	Lesson/Activity
1	**Colonial Religious Foundations**	Evolution of Religious Freedom	Lesson: Overview of religious diversity in the colonies Activity: Analysis of primary source texts
2	**Colonial Political Structures**	Emergence of Representative Government	Lesson: Study of colonial governance models Activity: Role-play of town meetings
3	**Regional Differences**	Diversity in Colonial America	Lesson: Comparison of New England, Middle, and Southern colonies Activity: Group discussion
4	**Legacy of Slavery and the Great Awakening**	Impact of Slavery and Religious Revitalization	Lesson: Examination of the slave trade, its effects, and the Great Awakening Activity: Reflections on narrative accounts and debates on religious freedom
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key concepts and historical understandings from the unit

Unit 6: African Roots and American Chains

Unit Overview

This unit, "African Roots and American Chains," offers a profound exploration of the relationship between African-American culture and the institution of slavery. It delves into the diverse cultural heritages, languages, and skills brought from Africa and their significant contributions to American society. The unit also provides an in-depth look at the harrowing experiences of the Middle Passage, the Transatlantic Slave Trade, and the institution of chattel slavery, with a focus on their profound impact on the social, economic, and cultural fabric of the United States, particularly in regions like Virginia and Richmond.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.3.c.
Explaining the impact of the development of indentured servitude and slavery in the colonies.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Day	Section	Key Concept	Lesson/Activity
1	**African Cultural Heritage**	Diversity of African Cultures in the Americas	Lesson: Exploration of various African cultures enslaved Activity: Group project on African linguistic contributions
2	**The Middle Passage and Slave Trade**	Understanding the Middle Passage and Slave Trade	Lesson: Historical overview of the Transatlantic Slave Trade Activity: Analyzing primary source documents
3	**Chattel Slavery and Indentured Servitude**	Differences between Chattel Slavery and Indentured Labor	Lesson: Study of chattel slavery and indentured servitude Activity: Comparative essay writing
4	**Slavery in Virginia and Richmond**	Impact of Slavery in Specific Regions	Lesson: Examination of slavery's role in Virginia and Richmond Activity: Creating a documentary segment
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the unit's key concepts and historical insights

Unit 7: Indigenous Alliances and Colonial Encounters

Unit Overview

This unit, "Indigenous Alliances and Colonial Encounters," provides a comprehensive exploration of the complex dynamics between European settlers and Indigenous nations in Colonial America. Focusing on key historical events like King Philip's War, Bacon's Rebellion, and the French and Indian War, students will gain insights into the socio-economic, political, and cultural factors that shaped these conflicts. The unit emphasizes understanding the varied Indigenous alliances, rivalries, and their interactions with European powers, culminating in a nuanced understanding of the foundational events that preluded the American Revolution.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.4.a.
Describing the results of the French and Indian War.

VUS.6.a.
Explaining territorial expansion and its impact on the American Indians.

Day	Section	Key Concept	Lesson/Activity
1	**Bacon's Rebellion**	Causes and Impacts of Bacon's Rebellion	Lesson: Historical overview of Bacon's Rebellion Activity: Debate on its socio-political implications
2	**Indigenous Nations: Alliances & Rivalries**	Landscape of Indigenous Alliances & Rivalries	Lesson: Study of Indigenous nations' pre-colonial alliances and rivalries Activity: Research project on a specific tribe's history
3	**Beaver Wars and European Influence**	Impact of European Settlement on Indigenous Nations	Lesson: Exploration of the Beaver Wars and European influence Activity: Mapping exercise on territorial changes
4	**The French and Indian War**	Role and Consequences of the French and Indian War	Lesson: Analysis of the French and Indian War's causes and outcomes Activity: Role-play of negotiation scenarios
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key concepts, historical events, and their long-term impacts

Unit 8: Prelude to the Revolutionary War

Unit Overview

This unit, "Prelude to the Revolutionary War," explores the escalating tensions and key events that led to the American Revolution. It examines the early colonization efforts by European powers, particularly the English and French, and their unique strategies in the New World. The unit focuses on the evolving relationship between the American colonies and the British Crown, spotlighting legislative actions like the Stamp Act, Townshend Acts, and the Tea Act. Students will gain an understanding of the mounting colonial resistance, exemplified by events like the Boston Massacre and the Boston Tea Party, leading up to the significant confrontation at Lexington and Concord.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.4.a.
Describing the results of the French and Indian War.

VUS.4.c.
Explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.

VUS.5.a.
Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Day	Section	Key Concept	Lesson/Activity
1	**Early Colonization and Settlement Patterns**	European Colonization Efforts in North America	Lesson: Overview of Jamestown and Quebec settlements Activity: Comparative analysis essay
2	**French and Indian War**	Impacts of the French and Indian War	Lesson: Study of the war's causes and outcomes Activity: Role-play of colonial negotiations
3	**Rise of Colonial Tensions**	Legislation and Colonial Response	Lesson: Examination of the Stamp Act and Townshend Acts Activity: Debate on colonial reactions
4	**Path to Revolution**	Events Leading to the American Revolution	Lesson: Analysis of the Tea Act and Boston Tea Party Activity: Creation of a timeline of events
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key historical events and their impacts on the American Revolution

Unit 9: The American Revolution

Unit Overview

This unit on "The American Revolution" offers a comprehensive exploration of the pivotal events, influential figures, and foundational documents that fueled the American colonies' quest for independence from British rule. From the passionate speeches like Patrick Henry's "Give Me Liberty, or Give Me Death," to the critical battles at Lexington, Concord, and Saratoga, the unit delves into the military strategies and political maneuvers that shaped the Revolution. Students will analyze the roles of various groups like the Sons of Liberty and Committees of Correspondence, understand the impact of literature like Thomas Paine's "Common Sense," and examine key documents including the Olive Branch Petition and the Declaration of Independence. This unit aims to provide a nuanced understanding of the collaborative efforts and complexities that led to the formation of the United States.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.4.c.
Explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.

VUS.4.d.
Analyzing the competing factors that led to colonial victory in the Revolutionary War.

VUS.4.e.
Evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

Day	Section	Key Concept	Lesson/Activity
1	**Early Mobilization for Revolution**	Mobilization of Revolutionary Sentiment	Lesson: Study of Patrick Henry's Speech and Minutemen Activity: Reenacting key speeches
2	**Key Documents and Literature**	Significance of Foundational Documents	Lesson: Analysis of the Olive Branch Petition and "Common Sense" Activity: Document interpretation exercise
3	**Pivotal Battles and Military Strategies**	Strategies in Key Battles	Lesson: Examination of Lexington, Concord, and Saratoga Activity: Battle strategy simulation
4	**Diplomacy and the Path to Victory**	Role of Diplomacy and Alliances in Victory	Lesson: Study of French involvement and the Battle of Yorktown Activity: Role-play of diplomatic negotiations
5	**Unit Assessment**	Synthesis of the American Revolution	Comprehensive assessment covering the unit's key concepts, historical events, and their impacts

Unit 10: The Declaration of Independence

Unit Overview

This unit explores the historical context, structure, and impact of the Declaration of Independence, one of the most pivotal documents in American history. By examining the key arguments made in its preamble, list of grievances, and formal declaration section, students will understand the multifaceted objectives it served at the time of its adoption. Additionally, the unit will delve into how the Declaration's philosophical tenets have influenced civil liberties and human rights movements both within the United States and globally. Students will explore the essential role the Declaration played in shaping the American ethos of freedom, equality, and self-governance, and its lasting impact on world politics and human rights.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.4.c.
Explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.

VUS.4.e.
Evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

VUS.5.b.
Describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

Day	Section	Key Concept	Lesson/Activity
1	**Historical Context of the Declaration**	Background and Causes Leading to the Declaration	Lesson: Understanding the events leading to the Declaration Activity: Analyzing colonial grievances
2	**Structure of the Declaration**	Dissecting the Preamble, Grievances, and Declaration	Lesson: In-depth study of the Declaration's structure Activity: Group discussion on its philosophical underpinnings
3	**Philosophical Foundations**	Enlightenment Ideals and Their Influence	Lesson: Exploration of Enlightenment principles in the Declaration Activity: Comparing Enlightenment and modern democratic ideals
4	**Impact and Legacy**	National and Global Influence of the Declaration	Lesson: The Declaration's role in American and global history Activity: Research on its influence on subsequent human rights movements
5	**Unit Assessment**	Comprehensive Understanding of the Declaration	Assessment covering key concepts, the Declaration's structure, its philosophical foundations, and its impact

Unit 11: The Articles of Confederation

Unit Overview

This unit on "The Articles of Confederation" explores America's first constitution, emphasizing its historical context, strengths, and weaknesses. Students will delve into the Articles' reflection of the 1770s sociopolitical sentiments, highlighting the preference for state-level governance and fears of centralized tyranny. The unit examines how the Articles' flaws, such as weak federal authority, financial instability, and internal discord, revealed the need for a more robust framework, leading to the creation of the U.S. Constitution. Through this study, students will grasp the evolution of American governance and the critical balancing act between state and federal powers.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Day	Section	Key Concept	Lesson/Activity
1	**Background and Formation**	Historical Context of the Articles of Confederation	Lesson: Overview of the sociopolitical climate leading to the Articles Activity: Analysis of the Virginia Declaration of Rights and its influence
2	**Structure and Functioning**	Articles' Governance Structure and Powers	Lesson: Examination of the Articles' structure and state vs. federal powers Activity: Discussion on the implications of weak federal authority
3	**Shortcomings and Challenges**	Weaknesses of the Articles of Confederation	Lesson: Analysis of the financial, legal, and diplomatic weaknesses Activity: Case study on Shays' Rebellion and its impact on federal power
4	**Transition to the U.S. Constitution**	Lessons Learned and the Birth of a New Constitution	Lesson: Exploration of the Constitutional Convention and the shift to a stronger federal system Activity: Debate on the need for a new constitution
5	**Unit Assessment**	Synthesis of the Articles of Confederation	Comprehensive assessment covering the unit's key concepts, historical context, and impact

Unit 12: The Constitution of the United States

Unit Overview

This unit on "The Constitution of the United States" covers the intricate process of drafting and ratifying this foundational document. You will explore the intense debates and significant compromises that were necessary to balance the interests of different states and political groups. Understanding the context and content of both the Constitution and the Bill of Rights, you will gain insight into how this document addressed the limitations of the Articles of Confederation and laid the groundwork for the American federal system. Through this exploration, you will appreciate the Constitution as a living document that has evolved over time and continues to shape American governance and society.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.5.a.
Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

VUS.5.b.
Describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.

VUS.5.c.
Assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties.

VUS.6.c.
Assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812.

Day	Section	Key Concept	Lesson/Activity
1	**Formation of the Constitution**	Overcoming the Weaknesses of the Articles	Lesson: The transition from the Articles of Confederation to the Constitution Activity: Discussion on the need for a stronger federal government
2	**Key Figures and the Constitutional Convention**	Roles of Key Figures in Drafting the Constitution	Lesson: Examination of the contributions of figures like Washington, Madison, and Hamilton Activity: Role-play of Constitutional Convention debates
3	**Debates and Compromises**	Balancing State and Federal Powers	Lesson: Study of the Great Compromise and the Three-Fifths Compromise Activity: Analysis of Federalist and Anti-Federalist arguments
4	**Ratification and the Bill of Rights**	The Path to Ratification and Ensuring Rights	Lesson: The process of ratifying the Constitution and the creation of the Bill of Rights Activity: Drafting a modern-day Bill of Rights proposal
5	**Unit Assessment**	Comprehensive Understanding of the Constitution	Comprehensive assessment covering key concepts, debates, compromises, and the impact of the Constitution

Unit 13: The Rights and Powers: U.S. Constitutional Foundations

Unit Overview

This unit, "The Rights and Powers: U.S. Constitutional Foundations," delves into the intricate balance of powers and rights entrenched within the U.S. Constitution and the Bill of Rights. You will analyze the constitutional frameworks that structure the legislative, executive, and judicial branches, exploring how these doctrines maintain a balance of power while protecting individual liberties. The unit will also cover the constitutional checks and balances that prevent any one branch from overpowering the others and how these principles have evolved over time. Through this, you will appreciate the Constitution not just as a historic document, but as a living, evolving framework that continues to shape American legal and political landscapes.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.5.a.
Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

VUS.5.d.
Evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

Day	Section	Key Concept	Lesson/Activity
1	**Bill of Rights Overview**	Understanding the Bill of Rights	Lesson: Examination of the First Amendment and Freedom of Expression Activity: Debate on Limits of Free Speech
2	**Principles of Justice and Protection**	Fifth and Sixth Amendments	Lesson: Analysis of Legal Protections in Criminal Justice Activity: Case Study Analysis of a Supreme Court Decision on the Fifth or Sixth Amendment
3	**Checks and Balances in the Constitution**	Mechanisms of Checks and Balances	Lesson: Exploration of Checks and Balances on Congress and the President Activity: Role-Play of a Congressional Hearing or Executive Decision-Making Process
4	**Judicial Review and Interpretation**	Role of the Supreme Court and Judicial Review	Lesson: Study of Marbury v. Madison and Its Implications Activity: Mock Supreme Court Hearing on a Contemporary Issue
5	**Unit Assessment**	Comprehensive Understanding of Constitutional Foundations	Assessment covering the Bill of Rights, Separation of Powers, and Checks and Balances in the U.S. Constitution

Unit 14: The War of 1812

Unit Overview

This unit on "The War of 1812" provides a comprehensive exploration of the causes, key events, and lasting consequences of this significant conflict in American history. You will gain insight into how the war influenced President James Madison's administration and shaped early American foreign policy. The unit will focus on the complex dynamics of international trade, maritime rights, and national sovereignty that precipitated the war, as well as its impact on Native American tribes and the development of American nationalism. Through this study, you will understand the War of 1812 as a pivotal moment that tested and ultimately affirmed the young nation's sovereignty and identity.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.5.c.
Assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties.

VUS.6.c.
Assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812.

Day	Section	Key Concept	Lesson/Activity
1	**Causes of the War**	International Trade and Maritime Rights	Lesson: Analysis of the European conflicts' impact on U.S. trade Activity: Discussion on the impact of impressment and trade restrictions on U.S. sovereignty
2	**Early Battles and Challenges**	Military Engagements in Canada and on the Frontier	Lesson: Study of early American military setbacks Activity: Simulation of strategic planning in early battles
3	**Key Battles and Turning Points**	Naval Victories and the Battle of New Orleans	Lesson: Examination of key victories at Lake Erie and New Orleans Activity: Analysis of Andrew Jackson's role in the war
4	**Treaty of Ghent and Aftermath**	The End of the War and Its Consequences	Lesson: Understanding the Treaty of Ghent Activity: Debate on the war's impact on American nationalism and foreign policy
5	**Unit Assessment**	Synthesis of the War of 1812	Comprehensive assessment covering the causes, key battles, outcomes, and impacts of the War of 1812

Unit 15: Westward Expansion in America

Unit Overview

This unit on "Westward Expansion in America" delves into the multifaceted historical process that significantly enlarged the territory and influence of the United States during the 19th century. You will critically examine the motivations, key events, and principal figures involved in this expansion. The unit will explore the influence of legislation like the Homestead Act and the Indian Removal Act, as well as significant geopolitical events like the Louisiana Purchase and the Oregon Treaty. A key focus will be on understanding the social, economic, and ethical implications of this expansion, particularly its impact on Native American communities and the contentious issue of slavery. This comprehensive examination will provide insights into how these historical events have continued to shape modern America and influence current national discourse.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.a.
Explaining territorial expansion and its impact on the American Indians.

VUS.6.b.
Describing the political results of territorial expansion.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.6.f.
Explaining how Manifest Destiny and President James K. Polk's policies impacted the nation.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.8.a.
Explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

Day	Section	Key Concept	Lesson/Activity
1	**Early Expansion**	Louisiana Purchase and Exploration	Lesson: Analysis of the Louisiana Purchase and its impact Activity: Research on the Lewis and Clark Expedition
2	**Trails and Settlements**	The Oregon Trail and Settlements	Lesson: Exploration of the Oregon and California Trails Activity: Simulation of settler experiences on the trail
3	**Conflict and Removal**	Indian Removal and Native American Impact	Lesson: Study of the Indian Removal Act and its consequences Activity: Discussion on the ethical implications of Indian Removal
4	**Expansion and Controversy**	Slavery and the Expansion of Territories	Lesson: Examination of the impact of westward expansion on slavery Activity: Debate on the Missouri Compromise and its effects
5	**Unit Assessment**	Synthesis of Westward Expansion	Comprehensive assessment covering the factors, key events, and impacts of the 19th-century westward expansion in America

Unit 16: The Impact on American Indian Nations

Unit Overview

This unit on "The Impact on American Indian Nations" provides a comprehensive exploration of the effects of the U.S. government's westward expansion during the 1700s and 1800s on Indigenous communities. It highlights the significant challenges faced by these communities, including persecution, armed conflict, and forced relocations. By examining these key issues, students will gain a deeper understanding of the complexities and ethical dimensions of territorial expansion, recognizing the profound consequences for Indigenous peoples as the United States claimed more land in the West. The unit aims to provide a nuanced perspective on this critical aspect of American history, emphasizing its lasting impact on Native American communities and their ancestral homelands.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.6.a.
Explaining territorial expansion and its impact on the American Indians.

VUS.6.d.
Analyzing the social and cultural changes during the period, with emphasis on "the age of the common man" (Jacksonian Era).

VUS.6.f.
Explaining how Manifest Destiny and President James K. Polk's policies impacted the nation.

VUS.8.a.
Explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

Day	Section	Key Concept	Lesson/Activity
1	**Early Encounters and Treaties**	European Arrival and Treaty Implications	Lesson: Examination of early encounters between Europeans and Native Americans Activity: Analysis of treaties and their impacts
2	**Lifestyle and Culture**	Diversity in Native American Societies	Lesson: Understanding the varied lifestyles and cultures of Native American groups Activity: Cultural exchange simulation
3	**Conflict and Resistance**	Indigenous Resistance to Expansion	Lesson: Exploration of Native American resistance to westward expansion Activity: Case study on leaders like Tecumseh
4	**Displacement and Consequences**	Forced Relocations and Impacts	Lesson: Study of the Indian Removal Act and Trail of Tears Activity: Group discussion on the ethical aspects of displacement
5	**Unit Assessment**	Synthesis of Indigenous Experiences	Comprehensive assessment covering the historical impact of U.S. expansion on Native American nations

Unit 17: The North and the South

Unit Overview

This unit explores the profound cultural and economic differences between the North and the South regions of the United States during the 1800s, highlighting how these disparities contributed to the rise of sectionalism and eventually the Civil War. Students will examine the North's industrialization and the South's reliance on agriculture, particularly the institution of slavery, and understand how these differences influenced social norms and political ideologies. The unit also delves into various attempts at reconciliation, including legislative acts and compromises, analyzing their success and failures. Ultimately, students will learn how these factors intertwined and escalated into the Civil War, providing a comprehensive understanding of this critical period in American history.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.a.
Describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

Day	Section	Key Concept	Lesson/Activity
1	**Economic and Social Contrasts**	Industrial North vs. Agricultural South	Lesson: Overview of the industrial revolution in the North and plantation economy in the South Activity: Comparative analysis of societal norms in both regions
2	**Slavery and Abolitionism**	The Role of Slavery in Sectionalism	Lesson: Study of slavery's impact on the Southern economy and abolitionist movements in the North Activity: Role-play debate between abolitionists and plantation owners
3	**Compromises and Legislative Acts**	Attempts to Reconcile North-South Differences	Lesson: Examination of the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act Activity: Discussion on the effectiveness of these compromises
4	**Road to the Civil War**	Escalation of Conflicts over Slavery and Tariffs	Lesson: Analysis of events leading to the Civil War, including the Dred Scott decision and Harpers Ferry Activity: Timeline creation of key events leading to the Civil War
5	**Unit Assessment or Reflection**	Understanding Sectionalism and its Consequences	Comprehensive assessment or reflective essay on how sectionalism led to the Civil War

Unit 18: Historical Thinking Skills

Unit Overview

This unit on Historical Thinking Skills focuses on synthesizing evidence from diverse sources, interpreting visual data, and constructing well-informed arguments about events in Virginia and United States history. It emphasizes the importance of discerning between primary and secondary sources, critically analyzing artifacts, charts, graphs, and pictures, and thoughtfully integrating this information to construct solid, evidence-based arguments. By the end of the unit, students will have a deeper understanding of the complexities of historical events and the skills necessary to analyze them critically.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.2.a.
Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

VUS.2.b.
Analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3.a.
Evaluating the economic characteristics of the colonies.

VUS.3.b.
Analyzing how social and political factors impacted the culture of the colonies.

VUS.3.c.
Explaining the impact of the development of indentured servitude and slavery in the colonies.

VUS.4.a.
Describing the results of the French and Indian War.

VUS.4.c.
Explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Sources**	Differentiating Primary and Secondary Sources	Lesson: Introduction to primary and secondary sources and their roles in historical research Activity: Analysis of various sources related to Virginia's history
2	**Artifacts and Visual Data**	Interpreting Artifacts, Charts, Graphs, and Pictures	Lesson: Learning to extract information from visual data and artifacts Activity: Interpreting a selection of visual data from Virginia's pre-Civil War era
3	**Synthesis of Historical Information**	Synthesizing Data from Multiple Sources	Lesson: Techniques for integrating information from different sources Activity: Group project to synthesize data from multiple sources about a specific event in Virginia history
4	**Constructing Historical Arguments**	Building Arguments with Evidence	Lesson: How to use evidence from various sources to construct historical arguments Activity: Developing an argument about a controversial event in Virginia's history using multiple sources
5	**Unit Assessment or Reflection**	Comprehensive Understanding of Historical Thinking Skills	Assessment: Evaluate students' ability to synthesize information, interpret data, and construct arguments based on historical evidence

Unit 19: The Development and Abolition of Slavery in the United States

Unit Overview

This unit delves into the historical paradox of American freedom coexisting with slavery, focusing on the development and eventual abolition of slavery in the United States. Through examining the roles of key abolitionists, critical policies, and transformative constitutional amendments, students will gain a comprehensive understanding of how a nation grappled with and eventually resolved this profound contradiction. The unit aims to instill an appreciation for the complexity of this period and the significant efforts that led to the abolition of slavery.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.a.
Explaining territorial expansion and its impact on the American Indians.

VUS.6.b.
Describing the political results of territorial expansion.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.a.
Describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Day	Section	Key Concept	Lesson/Activity
1	**The Contradiction of Slavery**	Slavery in the Context of American Ideals	Lesson: Exploring the stark contrast between the ideals of freedom and the existence of slavery Activity: Analyzing historical documents reflecting this paradox
2	**The Abolitionists**	Impact of Key Abolitionists	Lesson: Learning about the contributions of Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe Activity: Research projects on their impact
3	**Legislative and Judicial Actions**	Policies Influencing Slavery and Abolition	Lesson: Study of the Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Dred Scott v. Sanford Activity: Debate on the effectiveness of these actions
4	**Emancipation and Amendments**	Constitutional Amendments and Rights Extension	Lesson: The significance of the 13th, 14th, and 15th Amendments Activity: Group discussion on their impact on civil rights and society
5	**Unit Assessment**	Synthesis of the Abolition of Slavery	Assessment: Evaluation of students' understanding of the development and abolition of slavery through a written assignment or presentation

Unit 20: Civil War Begins

Unit Overview

This unit delves into the intricate events and dynamics leading to the American Civil War, focusing on the escalating tensions between the North and the South over issues like slavery, sectionalism, and the aftermath of Abraham Lincoln's election. Through a blend of videos, maps, and texts, students will explore key battles including Bull Run, Shiloh, Antietam, Vicksburg, and Gettysburg. The objective is to equip students with a comprehensive understanding of these events and battles and their influence on the war's trajectory, the Emancipation Proclamation, and ultimately, the Union's victory.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.a.
Describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Day	Section	Key Concept	Lesson/Activity
1	**Prelude to War**	Causes of the Civil War	Lesson: Overview of tensions over slavery, sectionalism, and Southern secession. Activity: Analyzing primary sources from the period.
2	**Opening Conflicts**	Early Battles of the War	Lesson: Study of early battles like Bull Run and Shiloh. Activity: Mapping strategic locations and discussing battle tactics.
3	**Changing Tides**	Turning Points in the War	Lesson: Examination of key battles such as Antietam and Vicksburg. Activity: Debate on the impact of these battles on the war's outcome.
4	**Social and Political Impact**	Emancipation and the Role of Different Groups	Lesson: Role of African Americans, women, and the impact of the Emancipation Proclamation. Activity: Group presentations on diverse roles in the war.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key concepts, events, and figures discussed throughout the unit.

Unit 21: Civil War Ends

Unit Overview

This unit provides a comprehensive exploration of the final stages of the American Civil War, highlighting the significance of the Battle of Gettysburg as a turning point and the series of events leading to the end of the conflict. Through videos, maps, images, and text, students will gain insights into key Union victories, Abraham Lincoln's reelection in 1864, and the eventual surrender of the Confederacy at Appomattox Court House. The unit aims to deepen understanding of these critical moments and their enduring impact on American history.

SOL Standards

VUS.1.b.
Using geographic information to determine patterns and trends in Virginia and United States history.

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.a.
Describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Day	Section	Key Concept	Lesson/Activity
1	**The Battle of Gettysburg**	Turning Points in the Civil War	Lesson: Analysis of the Battle of Gettysburg and its strategic importance. Activity: Interactive map study of the battle's key movements.
2	**Lincoln's Leadership**	Political Developments During the War	Lesson: Study of Lincoln's leadership and 1864 reelection. Activity: Discussion on Lincoln's policies and their impact on the war's direction.
3	**Union Victories**	Military Strategy and Significant Battles	Lesson: Overview of significant Union victories post-Gettysburg. Activity: Group project on the analysis of military strategies used.
4	**The End of the War**	Surrender and Aftermath	Lesson: The surrender at Appomattox and its implications. Activity: Role-play of the negotiation between Grant and Lee.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the unit's key concepts, battles, political events, and figures.

Unit 22: The Reconstruction Era

Unit Overview

This unit explores the complex and transformative Reconstruction era in the United States from 1865 to 1877. Students will delve into early initiatives like President Lincoln's Ten Percent Plan and the Wade-Davis Bill, the Presidential Reconstruction under Andrew Johnson, and the significant legislative milestones of the 13th, 14th, and 15th Amendments. The unit aims to provide a thorough understanding of how these events and policies reshaped the nation, particularly in expanding civil rights for Black Americans, and the long-lasting effects on American society and governance.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.7.a.
Describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

VUS.7.d.
Evaluating postwar Reconstruction plans presented by key leaders of the Civil War.

VUS.7.e.
Evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.8.d.
Analyzing the impact of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Early Reconstruction Efforts**	Lincoln's and Johnson's Reconstruction Plans	Lesson: Analysis of Lincoln's Ten Percent Plan and Johnson's Presidential Reconstruction. Activity: Debating the effectiveness of both approaches.
2	**The Reconstruction Amendments**	Constitutional Changes and Civil Rights	Lesson: Exploration of the 13th, 14th, and 15th Amendments. Activity: Discussion on their impact and relevance in modern times.
3	**The Freedmen's Bureau and Black Codes**	Support and Limitations for Freedmen	Lesson: Study of the Freedmen's Bureau's role and the impact of Black Codes. Activity: Research project on local Reconstruction impacts.
4	**The End of Reconstruction**	Legacy and Consequences	Lesson: Examination of the end of Reconstruction and the rise of Jim Crow laws. Activity: Analysis of historical sources from the era.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering the Reconstruction era's key concepts, policies, figures, and societal changes.

Unit 23: Post-Reconstruction Virginia: A New Landscape

Unit Overview

This unit examines the transformative period of Post-Reconstruction Virginia, a time marked by significant social, political, and economic shifts. It explores Virginia's complex stance on the 14th Amendment, its crafting of the 1870 Constitution, and subsequent readmittance to Congress. The unit also delves into the formation and impact of the Readjuster Party, a symbol of biracial political cooperation, and discusses the overarching dynamics of Reconstruction, including the extension and rollback of civil and political rights for Black Americans. Through various resources, students will gain insights into the economic challenges faced by the South in the post-Civil War landscape and the lasting effects of these historical developments on Virginia and the broader United States.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.7.d.
Evaluating postwar Reconstruction plans presented by key leaders of the Civil War.

VUS.7.e.
Evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.8.d.
Analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.

Day	Section	Key Concept	Lesson/Activity
1	**Virginia's Stance on Reconstruction**	Virginia and the 14th Amendment	Lesson: Exploration of Virginia's initial rejection and eventual ratification of the 14th Amendment. Activity: Role-play of the Virginia legislature's debates.
2	**Constitutional Changes**	Virginia's 1870 Constitution	Lesson: Analysis of the 1870 Constitution's reforms and its role in Virginia's readmittance to Congress. Activity: Group discussion on the constitution's impact.
3	**Biracial Political Cooperation**	The Readjuster Party	Lesson: Study of the Readjuster Party's objectives and achievements. Activity: Research project on William Mahone and his role in the party.
4	**The Erosion of Black Americans' Power**	Post-Reconstruction Political Landscape	Lesson: Examination of the decline in political power and civil rights for Black Americans post-Reconstruction. Activity: Analyzing historical documents on Jim Crow laws.
5	**Unit Assessment**	Synthesis of Unit Concepts	Comprehensive assessment covering key concepts, events, and figures discussed throughout the unit.

Unit 24: Westward Expansion and Immigration

Unit Overview

In this unit, students will explore the profound impact of westward expansion and immigration on the shaping of modern America. The unit covers the period following the end of Reconstruction in the United States through the early 20th century. Students will analyze the economic, social, political, and cultural implications of westward expansion, including the benefits and consequences. They will also delve into the experiences of immigrants from Europe and Asia, examining their motivations, challenges, and contributions to the nation. By the end of the unit, students will have a comprehensive understanding of how these historical processes have shaped the United States.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.f.
Explaining how Manifest Destiny and President James K. Polk's policies impacted the nation.

VUS.8.a.
Explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

VUS.8.c.
Examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation.

VUS.13.d.
Analyzing changes in immigration policy and the impact of increased immigration.

VUS.13.g.
Evaluating and explaining the changes that occurred in American culture.

Day	Section	Key Concept	Lesson/Activity
1	**Westward Expansion: Economic Growth**	Development of new industries	Lesson: Economic opportunities in the West
2	**Westward Expansion: Native Americans**	Forced removal from lands	Lesson: Impact on Native American cultures
3	**Westward Expansion: Political Shifts**	Changes in political discourse	Lesson: Political changes in the West
4	**Immigration: Ellis Island**	Processing immigrants	Lesson: The Ellis Island experience
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit test

Unit 25: Immigration, Industrialization, and Urbanization

Unit Overview

In this unit, you will explore the transformative effects of the Second Industrial Revolution on the United States from 1865 to 1914. This period witnessed rapid industrialization, urbanization, and the rise of big businesses. You will delve into the socio-economic dynamics of immigration and migration patterns, the conditions within factories and the implications of child labor, the importance of labor unions, and the influential roles of industrial magnates like Carnegie, Rockefeller, and Morgan.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.8.b.
Analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities.

VUS.8.e.
Evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization.

Day	Section	Key Concept	Lesson/Activity
1	**The Second Industrial Revolution**	Industrialization and Urbanization	Introduction to the Second Industrial Revolution
2	**Immigration Patterns**	Immigration and Nativism	Understanding immigration patterns and nativism
3	**Black Migration North**	African American Migration	Examining the Great Migration of Black Americans
4	**Industrialization and Innovation**	Technology and Factory Conditions	Exploring technological innovations and factory conditions
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment and review

Unit 26: The Progressive Era

Unit Overview

Unit Overview: In this unit, students will explore the Progressive Era in American history. They will examine the Progressive Movement and the impact of its legislation, analyze the "Byrd machine" and its dominance in the Virginia government, scrutinize the effects of prejudice, discrimination, and "Jim Crow" laws, and investigate the emergence of public colleges, Historically Black Colleges and Universities (HBCUs), and land grant institutions in Virginia..

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.7.e.
Evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.8.a.
Explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians.

VUS.8.b.
Analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities.

VUS.8.d.
Analyzing the impact of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.

VUS.8.f.
Evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

VUS.13.c.
Explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

Day	Section	Key Concept	Lesson/Activity
1	**The Gilded Age and Progress**	The Gilded Age and Progressive Era Overview	Introduction to the Era: Analyzing primary source documents related to the Gilded Age and Progressive Era
2	**Immigration and Urbanization**	Urbanization and Immigration Patterns	Understanding immigration patterns: Analyzing immigration data and newspaper articles
3	**African American Migration**	The Great Migration of Black Americans	Examining the Great Migration: Creating a timeline of key events during the Great Migration
4	**Industrialization Challenges**	Challenges of Industrialization and Labor Conditions	Exploring industrialization challenges: Simulating factory conditions and labor struggles
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit assessment and review

Unit 27: America Becomes a World Power

Unit Overview

In this unit, students will explore the evolution of U.S. foreign policy, emphasizing its growing influence in Latin America and Asia, marked by pivotal events such as the Spanish-American War. They will examine the international ramifications of U.S. actions, highlighting the Roosevelt Corollary to the Monroe Doctrine, the acquisition of Alaska and Hawaii, and the construction of the Panama Canal. Furthermore, students will evaluate the shift that pulled America from isolationism into the throes of World War I, analyzing key events, influential leaders, and transformative changes. They will delve into the United States' role in World War I, particularly focusing on Woodrow Wilson's Fourteen Points and the consequent establishment of the League of Nations.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.6.a.
Explaining territorial expansion and its impact on the American Indians.

VUS.6.b.
Describing the political results of territorial expansion.

VUS.9.a.
Explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.

VUS.9.b.
Evaluating the United States' involvement in World War I, including Wilson's Fourteen Points.

VUS.9.c.
Evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

Day	Section	Key Concept	Lesson/Activity
1	**Imperialists and Anti-Imperialists**	Understanding Imperialism and Anti-Imperialism	Lesson: What is imperialism and who were the imperialists and anti-imperialists? Activity: Debating the pros and cons of imperialism
2	**Spanish-American War**	The Role of the Spanish-American War	Lesson: Causes and consequences of the Spanish-American War Activity: Analyzing "yellow press" articles and their impact
3	**U.S. Expansion**	Expansionism and Acquisition of Territories	Lesson: Acquisition of Alaska, Hawaii, and the Philippines Activity: Mapping U.S. expansion in the late 19th and early 20th centuries
4	**Building the Panama Canal**	Teddy Roosevelt and the Panama Canal	Lesson: The construction of the Panama Canal Activity: Designing a model of the Panama Canal
5	**U.S. Entry into World War I**	The Path to World War I and Wilson's Fourteen Points	Unit Assessment: Analyzing the reasons for U.S. entry into World War I and the impact of the Fourteen Points

Unit 28: America from the 20s to the New Deal

Unit Overview

This unit will explore the transformative period in American history from the 1920s to the New Deal. Students will analyze key socio-political events, cultural shifts, and the changing role of women during the Roaring Twenties. They will also examine the impact of the Great Migration on urban culture, the booming economy driven by innovations like the assembly line, and the emergence of mass entertainment. Additionally, students will delve into the challenges faced by African Americans, including the rise of the KKK and attacks on civil liberties, as well as the Harlem Renaissance and the Great Migration's societal implications.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.8.b.
Analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities.

VUS.10.a.
Analyzing how popular culture evolved and challenged traditional values.

VUS.10.c.
Explaining the causes of the Great Depression and its impact on the American people.

VUS.13.c.
Explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

VUS.13.d.
Analyzing changes in immigration policy and the impact of increased immigration.

Day	Section	Key Concept	Lesson/Activity
1	**Roaring Twenties**	Cultural Transformation	Lesson: Introduction to the Roaring Twenties and its cultural significance Activity: Discussion on the impact of urbanization and modernity
2	**Booming Economy**	The Assembly Line Revolution	Lesson: Exploring the economic boom and the role of the assembly line Activity: Simulation of assembly line production
3	**American Lifestyle**	Automobiles and Electric Power	Lesson: Understanding the influence of automobiles and electricity on American life Activity: Research and presentation on the societal changes brought by these innovations
4	**Mass Entertainment**	Radio, Music, and Movies	Lesson: Examining the role of mass media in shaping the culture of the 1920s Activity: Analyzing iconic cultural artifacts from the era
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test or project synthesizing the key concepts and themes covered in the unit

Unit 29: The Great Depression and the New Deal

Unit Overview

In this unit on "The Great Depression and the New Deal," students will explore the primary causes of the Great Depression, analyze the government's response through FDR's New Deal, and evaluate its long-term impact on American society and policy. They will understand how events from the 1929 stock market crash to the policies of the 1930s shaped the nation's economic landscape and the government's role in economic downturns.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.10.b.
Assessing and explaining the economic causes and consequences of the stock market crash of 1929.

VUS.10.c.
Explaining the causes of the Great Depression and its impact on the American people.

VUS.10.d.
Evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.

Day	Section	Key Concept	Lesson/Activity
1	**Causes of the Great Depression**	Stock Market Crash	Lesson: Introduction to the Great Depression and the stock market crash of 1929 Activity: Discussion on the impact of "Black Tuesday" and stock market speculation
2	**Causes of the Great Depression**	Overproduction	Lesson: Exploring overproduction as a key factor Activity: Analyzing the consequences of businesses producing more than they could sell
3	**Causes of the Great Depression**	Bank Failures	Lesson: Understanding the role of banks and their failures Activity: Simulating the impact of bank closures on individuals and the economy
4	**Causes of the Great Depression**	Tariff Policy and Federal Reserve Policy	Lesson: Examining the Hawley-Smoot Tariff and Federal Reserve policies Activity: Discussing their impact on international trade and the economy
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of the Great Depression's causes and the government's response through FDR's New Deal initiatives. Students will analyze and assess the impact of key policies and events.

Unit 30: World War II

Unit Overview

In this unit on World War II, students will delve into the complex and significant historical events that shaped the mid-20th century. The unit is designed to help students identify key participants of the Allied and Axis powers, explore the ideological foundations of these nations, analyze major battles of World War II, evaluate American involvement, and explain the controversial topic of Japanese internment. By the end of this unit, students will have a comprehensive understanding of the causes and consequences of World War II, including the political ideologies that drove the conflict and the pivotal battles that determined its outcome.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.11.a.
Analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.

VUS.11.b.
Describing and locating the major battles and key leaders of the European theater.

VUS.11.c.
Describing and locating the major battles and key leaders of the Pacific theater.

Day	Section	Key Concept	Lesson/Activity
1	**Navigating Political Ideologies**	Totalitarianism and Imperial Japan	Lesson: Understanding Japan's Imperialism and its impact on Asia Activity: Discussing the Emperor-centric totalitarianism and its role in Japan's Pacific conquests
2	**Navigating Political Ideologies**	Communist Soviet Union	Lesson: Exploring Soviet Communism and its contradictions Activity: Discussing the challenges and issues faced by the Soviet Union under leaders like Stalin
3	**Navigating Political Ideologies**	Fascist Italy	Lesson: Introduction to Italian Fascism and its core principles Activity: Analyzing Mussolini's rule and the role of Blackshirts in enforcing fascist rule
4	**Navigating Political Ideologies**	Nazi Germany	Lesson: Understanding Nazism, its racial ideologies, and the Holocaust Activity: Analyzing the impact of Nazi propaganda and anti-Semitism
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive unit assessment covering key concepts, ideologies, major battles, and American involvement in World War II

Unit 31: World War II and it Many Faces

Unit Overview

In this unit, titled "World War II and Its Many Faces," students will delve into the complex history of World War II. They will analyze the Holocaust and its deep-rooted causes, examine the roles, contributions, and significance of segregated and minority units in the U.S. military, trace the growth of military intelligence during the war, and explore the economic, military, and technological factors that underpinned America's pivotal role in the Allied victory. This unit will provide a comprehensive understanding of the multifaceted aspects of World War II and its enduring impact on the world.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.11.a.
Analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.

VUS.11.b.
Describing and locating the major battles and key leaders of the European theater.

VUS.11.c.
Describing and locating the major battles and key leaders of the Pacific theater.

VUS.11.d.
Evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.

VUS.11.e.
Analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.

VUS.11.f.
Evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

VUS.12.a.
Locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan.

VUS.12.b.
Explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.

Day	Section	Key Concept	Lesson/Activity
1	**Analyzing the Holocaust**	The Roots of Antisemitism	Lesson: Historical evolution of antisemitism Activity: Discussing historical manifestations of antisemitism
2	**Analyzing the Holocaust**	Persecution Beyond the Jews	Lesson: Other groups persecuted by the Nazis Activity: Exploring the experiences of various persecuted groups
3	**Analyzing the Holocaust**	Challenges in Jewish Immigration	Lesson: Obstacles faced by Jewish refugees Activity: Analyzing the St. Louis incident and its significance
4	**Analyzing the Holocaust**	Hitler's "Final Solution"	Lesson: The evolution of the "Final Solution" Activity: Examining the Holocaust's methods and scale
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering Holocaust analysis, minority units, military intelligence, and America's role in the Allied victory

Unit 32: Origins and Early Developments of the Cold War

Unit Overview

In this unit, titled "Origins and Early Developments of the Cold War," students will explore the historical context, key events, and major players that contributed to the Cold War between the United States and the Soviet Union. They will analyze the emergence of the two superpowers, the Truman Doctrine, the policy of containment, the Marshall Plan, the formation of NATO and the Warsaw Pact, and America's efforts to protect Western Europe. This unit aims to help students understand the origins and early development of the Cold War and its profound impact on American foreign policy and domestic life.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.12.a.
Locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan.

VUS.12.b.
Explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.

VUS.12.c.
Analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO).

VUS.13.a.
Explaining the factors that led to United States expansion.

Day	Section	Key Concept	Lesson/Activity
1	**Emergence of Two Superpowers**	Post-World War II Power Shift	Lesson: Shift in global power after WWII Activity: Discussing the weakened empires and the rise of the US and USSR
2	**Early Development of the Cold War**	Yalta and Potsdam Conferences	Lesson: Disagreements and tensions post-WWII Activity: Analyzing the differing visions for post-war Europe
3	**Truman Doctrine**	Containment Strategy and Global Commitment	Lesson: The Truman Doctrine and its significance Activity: Examining its impact on American foreign policy
4	**The Marshall Plan and Rebuilding Europe**	Economic Aid for European Recovery	Lesson: The Marshall Plan's goals and implementation Activity: Discussing its effects on European economies
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering key Cold War concepts, policies, and their impacts on the US

Unit 33: End of the Cold War

Unit Overview

In this unit, titled "End of the Cold War," students will delve into the events, leaders, and factors that contributed to the conclusion of the Cold War between the United States and the Soviet Union. They will explore flashpoints in the Cold War, including the Cuban Missile Crisis, and analyze America's evolving role in Asia, focusing on the Korean War, the Vietnam War, and relations with China. The unit will culminate in an examination of the diverse factors that led to the end of the Cold War, such as American foreign policy pressure, economic power, defense policies, and the assertion of American values.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.12.d.
Analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China.

VUS.12.e.
Evaluating and explaining how policy changes impacted the United States' relationships in Latin America.

VUS.12.g.
Evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.

VUS.13.a.
Explaining the factors that led to United States expansion.

Day	Section	Key Concept	Lesson/Activity
1	**The Cold War and its Flashpoints**	Cuban Missile Crisis and Bay of Pigs	Lesson: Key flashpoints in the Cold War Activity: Analyzing the Bay of Pigs and the Cuban Missile Crisis
2	**America's Changing Role in Asia**	Korean War and Vietnam War	Lesson: US involvement in the Korean and Vietnam Wars Activity: Discussing the impact of these conflicts
3	**America's Evolving Relations with China**	From Confrontation to Engagement	Lesson: Shifting US approach to China Activity: Examining the significance of Nixon's visit to mainland China
4	**The End of the Cold War**	Factors Leading to the Cold War's Conclusion	Lesson: Factors contributing to the end of the Cold War Activity: Discussing the role of American values and policies
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering Cold War events, American foreign policy, and the Cold War's end

Unit 34: The Civil Rights Movement

Unit Overview

In this unit on the Civil Rights Movement, students will explore the significant era in American history from 1954 to 1965. They will analyze major events and important figures involved in the struggle to end segregation and promote equality. The unit will cover the origins of the Civil Rights Movement, key events like Brown v. Board of Education and the Montgomery Bus Boycott, important figures like Dr. Martin Luther King Jr., and the emergence of the Black Power Movement. By the end of the unit, students will have a comprehensive understanding of the Civil Rights Movement's impact on American society

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.8.d.
Analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.

VUS.13.b.
Evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

VUS.13.c.
Explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

VUS.14.a.
Assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.

Day	Section	Key Concept	Lesson/Activity
1	**Origins of the Civil Rights Movement**	Jim Crow, Great Migration, Early Organizations	Lesson: Understanding the roots of the Civil Rights Movement Activity: Analyzing the impact of Jim Crow laws
2	**Legal Battles and Civil Disobedience**	Brown v. Board of Education, Bus Boycotts	Lesson: Key legal battles and nonviolent protests Activity: Role-play of Rosa Parks and the Bus Boycott
3	**Influential Figures in the Movement**	Dr. Martin Luther King Jr. and Others	Lesson: Examining the role of Dr. King and other leaders Activity: Analyzing Dr. King's "Letter from a Birmingham Jail"
4	**Turning Points in the Civil Rights Movement**	Pivotal Events and Demonstrations	Lesson: Studying major events like Freedom Rides and March on Washington Activity: Analyzing primary sources
5	**The Black Power Movement**	Racial Pride, Self-determination, and Activism	Unit Assessment: Comprehensive assessment covering the Civil Rights Movement and Black Power Movement

Unit 35: Late 20th Century and Early 21st Century

Unit Overview

This unit will explore key aspects of the late 20th century and early 21st century in the United States. Students will learn about landmark Supreme Court decisions and acts of Congress, the rise of terrorism and the U.S. role in defending democracy, various social movements, the legacy of the Civil Rights Movement in the context of Barack Obama's election, and significant scientific and technological advances. Through engaging lessons and activities, students will gain a deeper understanding of the historical, social, and cultural developments that have shaped modern America.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.12.d.
Analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China.

VUS.13.a.
Explaining the factors that led to United States expansion.

VUS.13.b.
Evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

VUS.13.c.
Explaining how the National Association for the Advancement of Colored People (NAACP), the 1963

March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.

VUS.13.e.
Evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War.

VUS.13.f.
Explaining how scientific and technological advances altered American lives.

VUS.14.a.
Assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.

VUS.14.b.
Evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001).

VUS.14.d.
Explaining scientific and technological changes and evaluating their impact on American culture.

Day	Section	Key Concept	Lesson/Activity
1	**Supreme Court Decisions and Acts of Congress**	Landmark Legal Decisions	Lesson: Explore Brown v. Board of Education and the Federal Highway Act of 1956. Activity: Analyze the impact of these decisions on society.
2	**Rise of Terrorism**	Cold War Dynamics	Lesson: Understand the Cold War context and its impact on global conflicts. Activity: Analyze the 1993 World Trade Center bombing.
3	**Social Movements**	Vietnam War and Anti-War Movement	Lesson: Examine the Vietnam War and the Anti-War Movement. Activity: Role-play anti-war protests.
4	**Barack Obama**	Legacy of the Civil Rights Movement	Lesson: Explore the Civil Rights Movement and its connection to Barack Obama's election. Activity: Discuss Obama's impact on race relations.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Assess student understanding of key concepts and topics covered.

Unit 36: Historical Thinking Skills #2

Unit Overview

This unit aims to equip students with the ability to distinguish between real and fake news in the digital age. Focusing on the historical evolution of fake news from yellow journalism to its prevalence in modern media, it underscores the importance of media literacy and critical thinking. Students will explore the ethical dimensions of intellectual property and citizenship responsibilities, culminating in a final task that requires them to articulate their understanding through either an essay or a presentation. This comprehensive approach not only enhances their investigative and research skills but also prepares them to contribute responsibly in a democracy inundated with diverse information sources.

SOL Standards

VUS.1.e.
Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

VUS.1.f.
Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history.

VUS.1.g.
Analyzing multiple connections across time and place.

VUS.1.h.
Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

VUS.1.i.
Identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property.

VUS.6.e.
Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

VUS.6.g.
Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7.b.
Evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

VUS.7.c.
Evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

VUS.7.d.
Evaluating postwar Reconstruction plans presented by key leaders of the Civil War.

VUS.9.a.
Explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.

VUS.9.b.
Evaluating the United States' involvement in World War I, including Wilson's Fourteen Points.

VUS.10.a.
Analyzing how popular culture evolved and challenged traditional values.

VUS.10.c.
Explaining the causes of the Great Depression and its impact on the American people.

VUS.10.d.
Evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.

VUS.11.b.
Describing and locating the major battles and key leaders of the European theater.

VUS.13.a.
Explaining the factors that led to United States expansion.

VUS.13.f.
Explaining how scientific and technological advances altered American lives.

VUS.14.
The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by:

VUS.14.d.
Explaining scientific and technological changes and evaluating their impact on American culture.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fake News**	Understanding Fake News	Lesson: Overview of the history and impact of fake news Activity: Analyzing examples of yellow journalism
2	**Media Literacy**	Identifying Credible Sources	Lesson: Principles of media literacy Activity: Evaluating news sources for credibility
3	**Ethical Considerations**	Ethics in News Consumption	Lesson: Ethics in media and intellectual property Activity: Case studies on ethical dilemmas in news reporting
4	**Analyzing Modern Fake News**	Impact of Fake News in Modern Times	Lesson: Case study of fake news in recent events Activity: Group discussion on the 2016 U.S. Presidential Election and media trust
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students create a three-paragraph essay or a 20-slide Google Slides presentation on the effectiveness of fake news

History & Social Science

Virginia & United States Government

Unit 1: Historical Thinking & Responsible Citizenship

Unit Overview

In the "Historical Thinking & Responsible Citizenship" unit for high school students, learners will delve into the art of synthesizing information from primary and secondary sources to distinguish between misconceptions, facts, opinions, and biases. Emphasizing inquiry-based learning, students will engage in creating and refining research questions, exploring a variety of sources to construct informed and analytical arguments. They will learn to identify credible sources, detect biases, and understand the importance of multiple perspectives in historical events. The unit also focuses on constructing evidence-based arguments, particularly in civic discussions. Additionally, it underlines the significance of character traits like trustworthiness, responsibility, and honesty in being a good citizen. Activities such as creating comic strips, "Bias Detective" badges, and "Character Strengths" posters will help students apply these concepts practically. This unit aims to equip students with critical thinking skills and a deep understanding of their role in a democratic society.

SOL Standards

GOVT.1.a.

Planning inquiries by synthesizing information from diverse primary and secondary sources.

GOVT.1.b.

Analyzing how political and economic trends influence public policy, using demographic information and other data sources.

GOVT.1.c.

Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.d.

Evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias.

GOVT.1.e.

Constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims.

GOVT.1.f.

Explaining how cause-and-effect relationships impact political and economic events

GOVT.1.j.

Communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Inquiry-Based Learning**	Understanding and Formulating Inquiry Questions	Lesson: Overview of inquiry-based learning. Activity: Students create a comic strip showing the difference between primary and secondary sources.
2	**Identifying Credible Sources & Detecting Bias**	Assessing Reliability and Identifying Biases in Sources	Lesson: Techniques for evaluating source credibility. Activity: Create a "Bias Detective" badge and analyze articles for bias.
3	**Constructing Evidence-Based Arguments**	Building Arguments Supported by Evidence	Lesson: How to construct and support arguments using evidence. Activity: Mini-debate on a civic issue using evidence-based arguments.
4	**Characteristics of a Good Citizen**	Traits Essential for Responsible Citizenship	Lesson: Discussing qualities like honesty, responsibility, and respect. Activity: Create a “Character Strengths” poster emphasizing civic qualities.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of understanding in historical thinking and responsible citizenship through written and practical assessments.

Unit 2: Current Issues & Data Sources

Unit Overview

This lesson on "Current Issues & Data Sources" in the context of government studies emphasizes the importance of staying informed on current issues, respecting diverse opinions and rights, and effectively communicating ideas. It covers the necessity of analyzing demographic data for understanding trends and informed decision-making. Students learn the significance of keeping abreast with the latest news, policy changes, and global events to apply theoretical concepts to real-world scenarios. This involves developing critical thinking, making connections between historical and current events, and using various reliable sources like reputable news outlets, government publications, and academic journals. The lesson also stresses understanding different perspectives, engaging in constructive dialogue, and avoiding echo chambers. Key aspects include mastering effective communication skills, establishing claims, supporting them with evidence, drawing conclusions, and properly citing sources. The lesson underscores the role of demographic information like election, economic, and census data in shaping policies and anticipating trends, advocating for the clear and adaptable presentation of findings. Activities are included to reinforce these concepts, encouraging students to apply their skills in analyzing current issues, communicating ideas, and understanding demographic data's role in government studies.

SOL Standards

GOVT.1.a.
Planning inquiries by synthesizing information from diverse primary and secondary sources.

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.d.
Evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias.

GOVT.1.e.
Constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.1.g.
Taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.

GOVT.1.i.
Applying civic virtues and democratic principles to make collaborative decisions.

GOVT.1.j.
Communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.3.c.
Recognizing what defines a citizen and how noncitizens can become citizens.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.a.
Exercising personal character traits such as trustworthiness, responsibility, and honesty.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

GOVT.16.f.
Keeping informed about current issues.

GOVT.16.g.
Respecting differing opinions and the rights of others.

GOVT.16.h.
Practicing personal and fiscal responsibility.

GOVT.16.i.
Demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media.

Day	Section	Key Concept	Lesson/Activity
1	**Keeping Informed on Current Issues**	Understanding Current Events in Government	Lesson: Introduction to the importance of staying informed on current government issues and the practical implications of theoretical government concepts. Activity: Analysis of recent news and policy changes to develop critical thinking and understanding of political dynamics.
2	**Communication of Ideas**	Effective Communication in Government Studies	Lesson: Focus on the skills required for effectively communicating conclusions in American Government, emphasizing argument construction and evidence citation. Activity: Practicing communication skills through writing and oral presentations, building convincing arguments supported by evidence.
3	**Understanding Diverse Perspectives**	Respecting and Engaging with Different Opinion	Lesson: Emphasizing the importance of understanding diverse perspectives in democratic societies and engaging in constructive dialogues. Activity: Engaging in discussions and debates to practice empathy, tolerance, and understanding of various viewpoints.
4	**Demographic Information**	Role of Demographic Data in Government	Lesson: Exploring the significance of demographic information in policy development and decision-making processes, covering various forms of demographic data. Activity: Analyzing demographic data forms such as election, economic, and census information to understand their impact on policy making.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of understanding and application of concepts learned throughout the unit, including current issues, effective communication, respect for diverse opinions, and demographic data analysis.

Unit 3: Athenian Democracy and the Roman Republic

Unit Overview

In this unit, students explore the foundational impact of ancient Athenian democracy and the Roman Republic on the U.S. Constitution. Athenian democracy, notable for its direct participation of free male citizens, introduced practices like the Boule council and ostracism. Conversely, the Roman Republic, lasting from 509 BCE to 27 BCE, pioneered concepts like checks and balances, a significant Senate role, elected magistrates, and tribunes' veto power. These historical systems deeply influenced the U.S.'s blend of representative democracy and checks and balances. Understanding the ancient roots of the American constitutional government, which also incorporates Enlightenment ideas and the Founding Fathers' innovations, is crucial for comprehending modern political systems. This unit emphasizes the lasting relevance of democracy and republicanism in human governance.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.a.
Describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Classical Democracies**	Historical Foundations	Lesson: Overview of Athenian Democracy and the Roman Republic and their influence on modern governance. Activity: Analyzing primary sources from ancient Athens and Rome.
2	**Athenian Democracy**	Direct Democracy	Lesson: Detailed study of Athenian direct democracy, including the Assembly and citizen participation. Activity: Role-play exercise simulating the Athenian Assembly.
3	**Athenian Administrative Structures**	The Boule and Ostracism	Lesson: Examination of the Boule's role in Athenian governance and the practice of ostracism. Activity: Debate on the pros and cons of ostracism in ancient Athens.
4	**The Roman Republic**	Checks and Balances	Lesson: Analysis of the Roman Republic's government structure, focusing on checks and balances. Activity: Group project on comparing Roman and U.S. governmental systems.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of understanding and application of concepts learned throughout the unit, including Exploring how Athenian and Roman principles shaped the U.S. Constitution.

Unit 4: Foundations of American Constitutional Government

Unit Overview

The lesson on "Foundations of American Constitutional Government" provides a comprehensive overview of the historical and philosophical underpinnings of the U.S. Constitution. It examines key historical documents and events, such as the Magna Carta, the English Bill of Rights, the charters of the Virginia Company of London, and the Great Awakening, highlighting their significant influence on American governance. The lesson also delves into the contributions of Enlightenment philosophers like Locke, Hobbes, and Rousseau, whose ideas on governance, rights, and the social contract played a crucial role in shaping the principles of American democracy. Additionally, the lesson explores the concept of the "rights of Englishmen" as outlined in the Virginia Company charters, emphasizing their impact on the development of constitutional government in America. This exploration provides students with a deeper understanding of the historical context and foundational skills necessary to analyze the evolution of governance and constitutional principles in the United States.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.b.
Explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.

GOVT.2.c.
Evaluating the writings of Hobbes, Locke, and Montesquieu.

Day	Section	Key Concept	Lesson/Activity
1	**The Roots of American Government**	Historical Foundations	Lesson: Overview of the Magna Carta and the English Bill of Rights, discussing their influence on American governance. Activity: Analyzing excerpts from these documents to understand their principles.
2	**Colonial Foundations**	Colonial Experiences and Governance	Lesson: Exploration of the Charters of the Virginia Company of London and their impact on American colonial governance. Activity: Group discussion on how these charters influenced the American colonial mindset.
3	**The Impact of the Great Awakening**	Religion and Governance	Lesson: Study of the Great Awakening and its role in shaping American colonial values and attitudes towards governance. Activity: Reflective writing on the influence of religion in modern governance.
4	**Enlightenment Thinkers and American Ideals**	Enlightenment and Democracy	Lesson: Examination of the contributions of Locke, Hobbes, and Rousseau to democratic thought and their impact on American political ideology. Activity: Comparative analysis of these philosophers' ideas and their relevance today.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts from the unit, including historical documents, colonial experiences, Enlightenment philosophies, and their collective impact on the formation of American constitutional government.

Unit 5: Foundational Documents of the American Government

Unit Overview

This lesson provides an in-depth overview of the foundational documents that have shaped the United States' constitutional framework. It focuses on the Constitution of Virginia, the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States. Each document represents a critical step in the evolution of American governance, reflecting distinct principles and philosophies. The Constitution of Virginia (1776) sets out early democratic ideals influenced by Enlightenment thinking, emphasizing individual rights and the separation of powers. The Declaration of Independence (1776), authored by Thomas Jefferson, boldly asserts the colonies' separation from British rule, highlighting the principles of equality, individual rights, and the right of people to change oppressive governments. The Articles of Confederation (1777-1781) represent America's first national constitution, emphasizing state sovereignty but revealing weaknesses in a decentralized federal structure. Lastly, the U.S. Constitution (1787) addresses these deficiencies, creating a strong federal system with a balance of powers among the government's three branches, and introducing the Bill of Rights to guarantee individual liberties. Collectively, these documents illustrate the nation's commitment to democratic values, individual rights, and the rule of law.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.e.
Analyzing the natural rights philosophies expressed in the Declaration of Independence.

GOVT.2.f.
Evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s

Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.13.a.
Describing the distribution of governmental power.

Day	Section	Key Concept	Lesson/Activity
1	**The Constitution of Virginia (1776)**	Enlightenment Influence on Governance	Lesson: Explore how the Constitution of Virginia was influenced by Enlightenment ideas. Activity: Analyze the rights and powers outlined in the document.
2	**The Declaration of Independence (1776)**	Principles of Freedom and Equality	Lesson: Study the historical context and key principles of the Declaration of Independence. Activity: Discuss its impact on modern democratic values.
3	**The Articles of Confederation (1777-1781)**	Early American Governance and State Sovereignty	Lesson: Examine the structure and limitations of the Articles of Confederation. Activity: Debate the need for a stronger federal government.
4	**The Constitution of the United States (1787)**	Establishing a Federal System	Lesson: Delve into the creation of the U.S. Constitution and its key principles. Activity: Explore the system of checks and balances and federalism.
5	**Unit Assessment**	Synthesis of Foundational Government Documents	Assessment: Test comprehension and critical thinking on the unit's key concepts and the impact of these documents on American governance.

Unit 6: Foundations of Freedom

Unit Overview

The "Foundations of Freedom" lesson delves into the significant contributions of George Mason, Thomas Jefferson, and James Madison to the American constitutional government. It highlights Mason's Virginia Declaration of Rights, Jefferson's Virginia Statute for Religious Freedom, and Madison's critical role in securing the Bill of Rights. These documents collectively laid the groundwork for civil liberties, religious freedom, and individual rights in the U.S. The Virginia Declaration of Rights, authored by Mason in 1776, emphasized the inherent rights of individuals, including freedom of the press and the prohibition of cruel and unusual punishment, influencing the U.S. Bill of Rights. Jefferson's Virginia Statute for Religious Freedom, drafted in 1777 and adopted in 1786, advocated for the separation of church and state and the freedom of personal conscience in religious beliefs. Madison, known as the "Father of the Constitution," played a pivotal role in integrating the Bill of Rights into the Constitution, thereby ensuring personal freedoms and setting limitations on governmental power. This lesson not only explores these foundational texts but also focuses on developing critical skills like identifying bias, emphasizing the importance of discerning fact from opinion in today's information landscape.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.11.a.
Examining the Bill of Rights, with emphasis on First Amendment freedoms.

GOVT.11.b.
Analyzing due process of law expressed in the Fifth and Fourteenth Amendments.

Day	Section	Key Concept	Lesson/Activity
1	**George Mason and the Virginia Declaration of Rights**	Civil Rights and Inherent Human Rights	Lesson: Explore George Mason's role in drafting the Virginia Declaration of Rights and its impact on civil rights. Activity: Analyze key excerpts from the document to understand its influence on the U.S. Bill of Rights.
2	**Thomas Jefferson & the Virginia Statute for Religious Freedom**	Separation of Church and State	Lesson: Study Thomas Jefferson's Virginia Statute for Religious Freedom and its advocacy for religious liberty. Activity: Discuss the historical context and implications of separating church and state.
3	**James Madison: Steering the Bill of Rights through Congress**	The Creation of the Bill of Rights	Lesson: Examine James Madison's leadership in the adoption of the Bill of Rights. Activity: Debate the importance of including the Bill of Rights in the U.S. Constitution.
4	**Comparison of Documents**	Foundations of American Democracy	Lesson: Compare and contrast the Virginia Declaration of Rights, the Virginia Statute for Religious Freedom, and the Bill of Rights. Activity: Create a chart or presentation highlighting the unique contributions of each document to American democracy.
5	**Unit Assessment**	Synthesis of Foundational Freedom Documents	Assessment: Evaluate understanding of the unit's key concepts, the significance of each document, and their collective impact on American democracy and governance.

Unit 7: The Ideals of Democracy

Unit Overview

The "Ideals of Democracy" lesson centers on elucidating the fundamental principles that form the bedrock of democratic governance. It aims to explain key concepts such as popular sovereignty, natural rights, the rule of law, self-government, and the "consent of the governed." These principles collectively embody the essence of democracy, where power fundamentally resides with the people, and governments are instituted to protect inherent human rights and operate under the law's rule. Popular sovereignty is highlighted as the core idea that authority in a democracy springs from the people's will. Natural rights are emphasized as intrinsic rights independent of government, with John Locke's philosophy underscoring their significance. The rule of law is presented as a principle ensuring equality before the law, regardless of one's status or power, exemplified by historical events like the Watergate scandal. Self-government is explored as the mechanism through which people exercise their democratic rights, and "consent of the governed" is discussed as the foundational idea that a legitimate government derives its authority from the people's voluntary consent. This lesson is not just an academic exploration but a call to appreciate the democratic ethos and recognize the roles individuals and collectives play within it.

SOL Standards

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

Day	Section	Key Concept	Lesson/Activity
1	**Popular Sovereignty: The People's Power**	Popular Sovereignty	Lesson: Introduction to the concept of popular sovereignty and its historical context, such as its role in the American Revolution. Activity: Analyze case studies where popular sovereignty played a key role, focusing on examples like referendums.
2	**Natural Rights: Inherent Rights of Humans**	Natural Rights	Lesson: Discuss the philosophy of natural rights as advocated by thinkers like John Locke and their expression in documents like the U.S. Declaration of Independence. Activity: Engage in a debate on the application of natural rights in current societal contexts.
3	**Rule of Law: Equal in the Eyes of the Law**	Rule of Law	Lesson: Explore the principle of the rule of law, including historical examples like the Watergate scandal. Activity: Case study analysis of instances where the rule of law was upheld or challenged, encouraging critical thinking about its importance.
4	**Self-Government: People Power in Action**	Self-Government	Lesson: Examine the concept of self-government, with examples from local governance like school boards and city councils. Activity: Group discussion or project on the effectiveness of self-government at various levels, from local to national.
5	**Unit Assessment**	Synthesis of Democratic Principles	Assessment: Evaluate understanding and application of key concepts like popular sovereignty, natural rights, rule of law, self-government, and consent of the governed through a written test or project.

Unit 8: Understanding Limited and Unlimited Governments

Unit Overview

This lesson provides an in-depth understanding of limited and unlimited governments. Limited governments, like constitutional republics, direct democracies, representative democracies, presidential systems, and parliamentary systems, operate on principles such as citizen consent, rule of law, checks and balances, and the protection of individual rights. Various forms, including democracies and constitutional republics, implement systems like the U.S. Electoral College and periodic elections to maintain balance and avoid power concentration. In contrast, unlimited governments, exemplified by oligarchies, absolute monarchies, and dictatorships, centralize power without these checks and balances, often leading to infringements on individual rights and freedoms. Media control is a common feature in these regimes, used to propagate government viewpoints. The lesson emphasizes the importance of understanding these different systems, their structures, and their real-world implications for governance and citizen participation.

SOL Standards

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.13.a.
Describing the distribution of governmental power.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Limited Governments**	Understanding the Principles of Limited Governments	Lesson: Overview of limited governments, focusing on their foundation in citizen consent and protection of rights. Activity: Analyze images related to the application of limited government principles, such as the D.C. protests.
2	**Forms of Limited Governments (Part 1)**	Constitutional Republics and Direct Democracies	Lesson: Detailed study of constitutional republics and direct democracies, with examples like the United States and ancient Athens. Activity: Case study analysis of Iceland's voting process and the Parthenon of Athens as symbols of these government forms.
3	**Forms of Limited Governments (Part 2)**	Representative Democracies, Presidential and Parliamentary Systems	Lesson: Exploration of representative democracies, and the differences between presidential and parliamentary systems, with examples from France, Japan, and the UK. Activity: Comparative analysis of different parliamentary systems, using South Africa as a case study.
4	**Unlimited Governments**	Characteristics and Types of Unlimited Governments	Lesson: Examination of the nature of unlimited governments, focusing on oligarchies, absolute monarchies, and dictatorships. Activity: Media analysis on the portrayal of unlimited governments, using examples from Iran, Japan, and North Korea.
5	**Unit Assessment**	Synthesis of Limited and Unlimited Governments	Assessment: Comprehensive evaluation covering key concepts, differences, and real-world applications of limited and unlimited governments.

Unit 9: Fundamental Concepts of Democracy

Unit Overview

This lesson on the "Fundamental Concepts of Democracy" offers a comprehensive overview of key democratic principles essential for understanding and participating in a democratic society. It begins by emphasizing the inherent worth and dignity of every individual, highlighting the unalienable rights of life, liberty, and due process, and the influential ideas of philosopher John Locke. The lesson then delves into the principle of equality, stressing equal rights and impartial treatment under the law. It further explores the concept of U.S. citizenship, detailing how it is acquired either by birthright, through parents (jus sanguinis), or via naturalization, and underscores the importance of citizenship in democratic participation.

The lesson then addresses the delicate balance between majority rule and minority rights, essential for fair governance and protecting diverse groups within a democracy. It also covers the importance of compromise in a democratic society, exemplified by historical events like the Constitutional Convention of 1787, and emphasizes the role of individual freedom, highlighting its foundation in U.S. founding documents and its significance in ensuring personal autonomy within society. Additionally, the lesson touches on contemporary applications of these concepts, showing their relevance in current political negotiations, civil rights movements, and public policy debates. Finally, it includes a section on foundational skills, such as interpreting charts, crucial for understanding complex data in governmental studies. This comprehensive approach ensures a well-rounded grasp of democracy's core principles, citizenship, and practical skills for analyzing governmental functions.

SOL Standards

GOVT.2.c.
Evaluating the writings of Hobbes, Locke, and Montesquieu.

GOVT.3.a.
Recognizing the fundamental worth and dignity of the individual.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.3.c.
Recognizing what defines a citizen and how noncitizens can become citizens.

GOVT.3.d.
Recognizing majority rule and minority rights.

GOVT.11.d.
Investigating and evaluating the balance between individual liberties and the public interest.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

Day	Section	Key Concept	Lesson/Activity
1	**Individual Worth and Equality**	Inherent Worth and Dignity of the Individual	Lesson: Exploring the concepts of individual worth, life, liberty, and due process in democracies. Activity: Group discussion on the influence of John Locke and the application of these principles in modern societies.
2	**Citizenship and Naturalization**	Citizenship in a Democracy	Lesson: Understanding citizenship, including birthright and jus sanguinis, and the naturalization process. Activity: Simulation of the naturalization process and discussion on the responsibilities and privileges of citizenship.
3	**Majority Rule and Minority Rights**	Balancing Majority and Minority Interests	Lesson: Examining the balance between majority rule and minority rights, with a focus on the U.S. Constitution's role. Activity: Case studies and debates on historical and current examples where this balance is crucial.
4	**Compromise and Individual Freedom**	The Dynamics of Democracy	Lesson: Discussing the importance of compromise and individual freedom in a democratic society. Activity: Research and presentation on significant historical compromises and their impact on individual freedoms.
5	**Unit Assessment**	Synthesis of Democratic Concepts	Assessment: Comprehensive evaluation covering key concepts of the unit, such as the fundamental worth and dignity of the individual, equality, citizenship, majority rule, minority rights, compromise, and individual freedom. The assessment will include various formats like multiple-choice questions, short answers, and essay questions to assess understanding and application.

Unit 10: Preamble and Articles I, II, & III

Unit Overview

This lesson provides an in-depth understanding of the U.S. Constitution, beginning with the Preamble and encompassing Articles I, II, and III. It delves into the historical context of its creation in 1787, highlighting the influences from ancient Greece and England's Magna Carta. The Constitution is presented as a solution to the inadequacies of the Articles of Confederation, aiming for a balanced federal system. The Preamble's six goals – forming a perfect union, establishing justice, ensuring domestic tranquility, providing common defense, promoting general welfare, and securing liberty – are explored. Additionally, the three articles are detailed: Article I establishes the Legislative Branch, outlining Congress's structure and powers; Article II describes the Executive Branch, led by the President; and Article III sets up the Judicial Branch, centered around the Supreme Court. This lesson emphasizes the Constitution's role as the bedrock of U.S. governance, defining the powers and interactions of the government's three branches.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.a.
Describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic.

GOVT.2.b.
Explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.

GOVT.4.b.
Evaluating the purposes for government stated in the Preamble.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**The Preamble**	Introduction to the Constitution	Lesson: Exploring the history and significance of the Preamble. Activity: Analyzing the phrases in the Preamble and their meanings.
2	**Article I: The Legislative Branch**	Structure and Powers of Congress	Lesson: Detailed study of Article I and the bicameral structure of Congress. Activity: Group discussion on the powers and limitations of the Legislative Branch.
3	**Article II: The Executive Branch**	The Role and Powers of the President	Lesson: Understanding Article II and the responsibilities of the President. Activity: Role-playing to explore presidential decision-making processes.
4	**Article III: The Judicial Branch**	The Federal Court System	Lesson: Analysis of Article III and the structure of the federal courts. Activity: Case study of a Supreme Court decision to illustrate judicial review.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts from the Preamble, Articles I, II, and III.

Unit 11: The Three Branches of Government

Unit Overview

This lesson provides a comprehensive overview of the three branches of the U.S. government and their functions, emphasizing the principles of checks and balances and separation of powers as outlined in the U.S. Constitution. It explains how the legislative branch (Congress), composed of the House of Representatives and the Senate, is responsible for making laws. The executive branch, led by the president, is tasked with enforcing these laws, while the judicial branch, headed by the Supreme Court, interprets the laws and ensures their alignment with the Constitution. The lesson highlights the unique responsibilities and powers of each branch, including Congress's law-making abilities, the president's role in executing laws and making appointments, and the Supreme Court's judicial review authority. It underscores the importance of the checks and balances system in preventing any single branch from becoming too powerful, thereby maintaining a balanced and effective federal government.

SOL Standards

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.4.d.
Defining the structure of the national government outlined in Article I, Article II, and Article III.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Three Branches**	Understanding the Structure of U.S. Government	Lesson: Overview of the legislative, executive, and judicial branches as outlined in the U.S. Constitution. Activity: Analyze a diagram showing the basic structure of the three branches.
2	**The Legislative Branch**	Congress and Lawmaking	Lesson: Detailed study of Congress, its two houses (House of Representatives and Senate), and its law-making powers. Activity: Discussion and role-play on how a bill becomes a law.
3	**The Executive Branch**	The President's Role and Powers	Lesson: Exploration of the executive branch, focusing on the president's responsibilities and powers. Activity: Case studies on presidential decisions and their impacts.
4	**The Judicial Branch**	Judicial Review and the Supreme Court	Lesson: Understanding the role of the judicial branch, especially the Supreme Court's power in interpreting laws. Activity: Analyzing landmark Supreme Court cases to understand judicial review.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts of the three branches, their powers, and the checks and balances system.

Unit 12: Federalism

Unit Overview

In this lesson, we explore the concept of federalism in the United States, a system where power is divided between the national and state governments. The U.S. Constitution, particularly the Tenth Amendment, plays a crucial role in allocating responsibilities: national-level tasks like declaring war and managing immigration fall under the federal government, while state-specific matters such as public health and education are managed by state governments. Each state, led by its governor and legislature, has autonomy within its jurisdiction but cannot contravene federal laws. The lesson emphasizes the importance of civic engagement and understanding the distinct but collaborative roles of the federal and state governments, illustrating how this balance of powers provides a unique blend of unity and diversity, essential for the nation's governance and stability.

SOL Standards

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.4.d.
Defining the structure of the national government outlined in Article I, Article II, and Article III.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.9.b.
Examining different perspectives on the role of government.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Federalism**	Understanding Federalism	Lesson: Overview of federalism in the U.S., focusing on the balance between national and state governments. Activity: Discussion on the role of the Constitution in federalism.
2	**Powers of National and State Governments**	Division of Powers	Lesson: Exploration of specific powers of national and state governments as outlined in the Constitution. Activity: Analysis of a Venn diagram showing shared and exclusive powers.
3	**Government Structure**	The Three Branches of Government	Lesson: Examination of the executive, legislative, and judicial branches at both national and state levels. Activity: Case studies on how different branches interact and function.
4	**Roles and Responsibilities**	Distinct Roles of Federal and State Governments	Lesson: Detailed look at the unique responsibilities of federal and state governments. Activity: Research on key federal and state government agencies and their functions.
5	**Unit Assessment**	Synthesis of Federalism Concepts	Assessment: Comprehensive test covering all key concepts of federalism, including the roles of different government levels and branches.

Unit 13: The Ratification of the Constitution

Unit Overview

In this lesson, we explored the critical debates surrounding the ratification of the U.S. Constitution, focusing on the contrasting views of the Federalists and Anti-Federalists. The Federalists, led by figures like James Madison and Alexander Hamilton, advocated for a strong central government and promoted the Constitution through "The Federalist Papers." In contrast, the Anti-Federalists argued for stronger state powers and individual rights, leading to the inclusion of the Bill of Rights in the Constitution. These first ten amendments highlight natural rights like freedom of speech and religion, emphasizing their inherent nature irrespective of governmental systems. Additionally, the lesson covered the process of amending the Constitution, ensuring that changes reflect a broad consensus. The ratification dates of each state were also discussed, illustrating the widespread deliberation and acceptance of the Constitution across the United States.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.4.a.
Examining the ratification debates and The Federalist.

GOVT.11.a.
Examining the Bill of Rights, with emphasis on First Amendment freedoms.

GOVT.11.e.

Examining how civil liberties and civil rights are protected under the law.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Constitution**	Understanding the Constitution's Origins and Purpose	Lesson: Overview of the U.S. Constitution and its foundational role in American government. Activity: Analyzing excerpts from "The Federalist Papers" and Anti-Federalist writings to understand different perspectives.
2	**The Bill of Rights and Natural Rights**	Exploring the Bill of Rights and the Concept of Natural Rights	Lesson: Detailed study of the first ten amendments and their significance in protecting individual freedoms. Activity: Group discussions on how natural rights are reflected in modern society.
3	**Federalists vs. Anti-Federalists**	Differing Views on Federal Power and Individual Rights	Lesson: Comparative analysis of Federalist and Anti-Federalist viewpoints and their impact on the Constitution. Activity: Role-playing debate between Federalists and Anti-Federalists.
4	**Amending the Constitution**	The Process and Significance of Constitutional Amendments	Lesson: Understanding the amendment process and its importance in a changing society. Activity: Research and presentation on a constitutional amendment's history and impact.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive test covering key concepts, debates, and historical context of the U.S. Constitution's ratification and the Bill of Rights.

Unit 14: Foundations and Values of the American Republic

Unit Overview

The lesson on the Foundations and Values of the American Republic offers a comprehensive exploration of the principles that shaped the United States. It begins by contrasting the Republic's foundation, rooted in the consent of the governed, against the hereditary monarchies prevalent before its establishment. Central to the Republic are the Constitution's key features: popular sovereignty, checks and balances, and federalism. The lesson then delves into the five values identified by Alexis de Tocqueville - liberty, egalitarianism, individualism, populism, and laissez-faire government - which capture the unique ethos of early America. Additionally, the historical significance of the mottos "E Pluribus Unum" and "In God We Trust" is explored, reflecting the nation's unity and religious heritage. This lesson not only highlights the historical context of the American Republic but also underscores its ongoing relevance and influence in shaping contemporary American identity and governance.

SOL Standards

GOVT.1.c.
Comparing and contrasting historical, cultural, economic, and political perspectives.

GOVT.1.f.
Explaining how cause-and-effect relationships impact political and economic events.

GOVT.2.c.
Evaluating the writings of Hobbes, Locke, and Montesquieu.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.16.j.
Practicing patriotism.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the American Republic**	Foundations of the Republic	Lesson: Overview of the American Republic's foundation, contrasting monarchies with the Republic's principles. Activity: Analyzing the Declaration of Independence for reasons behind America's break from British rule.
2	**Key Features of the Republic**	Constitutional Principles	Lesson: Examination of the Constitution's principles: Popular Sovereignty, Checks and Balances, Federalism. Activity: Group discussions on how these principles are applied in modern governance.
3	**Tocqueville's Five Values**	American Values	Lesson: Exploration of Tocqueville's five values: Liberty, Egalitarianism, Individualism, Populism, Laissez-faire. Activity: Research and presentations on how these values are reflected in current American society.
4	**Historical Significance of Mottos**	National Mottos and Their Meanings	Lesson: Historical context and significance of "E Pluribus Unum" and "In God We Trust." Activity: Creative project to design a representation of these mottos.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering all key concepts, including multiple-choice, short answer, and essay questions to evaluate understanding of the unit's content.

Unit 15: Constitutional Democracy

Unit Overview

The lesson on American Constitutional Democracy delves into the key principles that form the foundation of the United States' political system, where the rule of law and individual rights are paramount. It covers concepts like popular sovereignty, the primacy of individual liberty, rule of law, separation of powers, checks and balances, federalism, and protection of minority rights, emphasizing the balance between people's collective will and individual freedoms. The American Creed is explored, highlighting the importance of safeguarding liberty, respecting the rule of law, and preserving the Constitution. The lesson also examines the Bill of Rights, the first ten amendments to the U.S. Constitution, which safeguard civil liberties and protect citizens against government overreach. These amendments cover a range of rights, including freedom of speech, religion, press, assembly, and the right to bear arms, and emphasize the principles of justice and fair trial. Understanding these foundational aspects is crucial for grasping the workings of American constitutional democracy, its ethos of freedom, justice, and the ongoing role of citizens in upholding these principles.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3.a.
Recognizing the fundamental worth and dignity of the individual.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.3.d.
Recognizing majority rule and minority rights.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.11.a.
Examining the Bill of Rights, with emphasis on First Amendment freedoms.

GOVT.11.b.
Analyzing due process of law expressed in the Fifth and Fourteenth Amendments.

GOVT.11.d.
Investigating and evaluating the balance between individual liberties and the public interest.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.a.
Describing the distribution of governmental power.

Day	Section	Key Concept	Lesson/Activity
1	**Foundations of American Democracy**	Popular Sovereignty & Individual Liberty	Lesson: Exploring the principles of popular sovereignty and primacy of individual liberty. Activity: Discussion on contemporary examples of these principles in action.
2	**Structure of Government**	Rule of Law & Separation of Powers	Lesson: Understanding the rule of law and the concept of separation of powers in the U.S. Constitution. Activity: Analyzing historical cases where these principles were challenged or upheld.
3	**Balancing Power**	Checks and Balances & Federalism	Lesson: Examination of the checks and balances system and federalism in the U.S. government. Activity: Group project on the impact of federalism in different states.
4	**Rights and Responsibilities**	Protection of Minority Rights & The American Creed	Lesson: Discussing the protection of minority rights and the tenets of the American Creed. Activity: Creating a presentation on how these concepts influence contemporary American society.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering all key concepts, including multiple-choice, short answer, and essay questions to evaluate understanding of the unit's content.

Unit 16: From Naturalization to Civic Participation

Unit Overview

This lesson explores the concepts of U.S. citizenship and the responsibilities it entails. It starts by explaining the paths to U.S. citizenship, including birthright and naturalization, emphasizing the importance of understanding U.S. history, governance, and the Constitution. The lesson then delves into the historical evolution of voting rights in the U.S., highlighting the journey towards inclusivity for various demographic groups. It underscores the responsibilities of citizenship, such as obeying laws, paying taxes, serving as a juror, and participating in the electoral process. Additionally, the lesson touches on the significance of voluntary community engagement, illustrating how citizens contribute to society beyond formal duties. The lesson aims to provide a comprehensive understanding of what it means to be a U.S. citizen, both in terms of rights and responsibilities.

SOL Standards

GOVT.1.g.
Taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.

GOVT.1.h.
Using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences.

GOVT.1.i.
Applying civic virtues and democratic principles to make collaborative decisions.

GOVT.3.c.
Recognizing what defines a citizen and how noncitizens can become citizens.

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.9.g.
Devising a course of action to address local and/or state issues.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.b.
Obeying the law and paying taxes.

GOVT.16.c.
Serving as a juror.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

GOVT.16.e.
Performing public service.

GOVT.16.h.
Practicing personal and fiscal responsibility.

GOVT.16.j.
Practicing patriotism.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Citizenship**	Citizenship and Identity	Lesson: Introduction to the concept of citizenship, exploring what it means to be a citizen in the U.S., and differentiating between birthright and naturalized citizens. Activity: Discussion on personal experiences and perceptions of citizenship.
2	**Paths to U.S. Citizenship**	Naturalization Process	Lesson: Detailed exploration of the naturalization process, including requirements like age, residency, English proficiency, and understanding of U.S. history and governance. Activity: Mock interview or quiz on U.S. history and civics, simulating a part of the naturalization test.
3	**The Evolution of Voting Rights**	History and Expansion of Voting Rights	Lesson: Overview of the historical development of voting rights in the U.S., from exclusive rights for white male property owners to the inclusive rights of today. Activity: Research and presentation on key figures and events in the civil rights movement that contributed to the expansion of voting rights.
4	**Responsibilities of Citizenship**	Civic Duties and Responsibilities	Lesson: Examination of the responsibilities associated with U.S. citizenship, including obeying laws, paying taxes, jury duty, and electoral participation. Activity: Group discussions or debates on the importance of these responsibilities and their impact on society.
5	**Unit Assessment and Community Engagement**	Synthesis and Application	Lesson: Review of the key concepts covered throughout the unit, focusing on the integration and practical application of these ideas. Activity: Unit assessment through a test or project, followed by a community service activity or a plan for a community engagement project, emphasizing the role of citizens in contributing to their communities.

Unit 17: Navigating Public Roles and Responsibilities

Unit Overview

This lesson focuses on the vital role of active citizenship in the United States, encompassing various aspects such as public service, staying informed, personal and fiscal responsibility, and understanding the voluntary military and Selective Service registration. It highlights the importance of community engagement through volunteering, which builds skills and strengthens community ties. The lesson emphasizes the need for being informed about current issues, leveraging the power of media literacy, and the significance of fact-checking in the digital age. Personal and fiscal responsibility are underscored as key to economic health and independence. Lastly, it discusses the shift to a voluntary military service post-Vietnam War and the role of the Selective Service in national preparedness, underscoring the balance between personal freedom and national duties. The lesson aims to instill an understanding of how these components interconnect and support a strong, informed, and united community.

SOL Standards

GOVT.1.g.
Taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.

GOVT.1.h.
Using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences.

GOVT.1.i.
Applying civic virtues and democratic principles to make collaborative decisions.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.7.c.
Investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8.d.
Investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.9.g.
Devising a course of action to address local and/or state issues.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

GOVT.16.e.
Performing public service.

GOVT.16.h.
Practicing personal and fiscal responsibility.

Day	Section	Key Concept	Lesson/Activity
1	**Performing Public Service**	Community Building and Volunteerism	Lesson: Introduction to the history and importance of public service in the U.S., focusing on Benjamin Franklin's establishment of the volunteer fire department. Activity: Engage in a community service project, such as a local clean-up or volunteering at a shelter.
2	**Keeping Informed About Current Issues**	Media Literacy and Fact-Checking	Lesson: Exploration of the role of media in democracy, emphasizing the importance of the freedom of press and right to information. Activity: Media literacy workshop, including identifying reliable sources and fact-checking exercises.
3	**Practicing Personal and Fiscal Responsibility**	Financial Management and Independence	Lesson: Discussing the concepts of budgeting, savings, debt management, and investment, linking them to the American Dream of financial independence. Activity: Personal budgeting exercise and exploring financial planning tools.
4	**Understanding Voluntary Military & Selective Service Registration**	National Preparedness and Military Service	Lesson: Overview of the transition to an all-volunteer force and the role of the Selective Service in the U.S. Activity: Discussion or debate on the implications of voluntary military service and selective service registration.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive review and assessment encompassing all key concepts from the unit, evaluating understanding of public service, staying informed, personal and fiscal responsibility, and the voluntary military system.

Unit 18: VA & U.S. Government

Unit Overview

This unit provides a comprehensive overview of the key aspects of American constitutional government, democracy, and citizenship. It covers the historical foundations and influences of the U.S. democratic republic, including Athenian democracy, Roman Republic principles, and key historical documents like the Magna Carta and Enlightenment philosophies. It delves into the core concepts of democracy, such as popular sovereignty, rule of law, and individual rights, alongside the structures and functions of government. The course also explores the ratification debates, Federalist Papers, and the distinct powers of state and national governments. It emphasizes the importance of the Constitution, Bill of Rights, and the amendment process in safeguarding freedoms and limiting government power. Additionally, it outlines Alexis de Tocqueville's values, the significance of national mottos, and the ideals of the American Creed. Finally, the unit addresses the rights and responsibilities of U.S. citizenship, including paths to citizenship, legal obligations, political participation, public service, and the importance of staying informed and financially responsible, alongside the role of voluntary military service and the Selective Service.

SOL Standards

GOVT.1.g.
Taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.

GOVT.1.h.
Using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences.

GOVT.1.i.
Applying civic virtues and democratic principles to make collaborative decisions.

GOVT.2.a.
Describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic.

GOVT.2.b.
Explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.

GOVT.2.c.
Evaluating the writings of Hobbes, Locke, and Montesquieu.

GOVT.2.e.
Analyzing the natural rights philosophies expressed in the Declaration of Independence.

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3.a.
Recognizing the fundamental worth and dignity of the individual.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.3.c.
Recognizing what defines a citizen and how noncitizens can become citizens.

GOVT.3.d.
Recognizing majority rule and minority rights.

GOVT.4.a.
Examining the ratification debates and The Federalist.

GOVT.4.b.
Evaluating the purposes for government stated in the Preamble.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.4.d.
Defining the structure of the national government outlined in Article I, Article II, and Article III.

GOVT.4.e.
Analyzing and explaining the amendment process.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.7.c.
Investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.8.d.
Investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.9.g.
Devising a course of action to address local and/or state issues.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.11.d.
Investigating and evaluating the balance between individual liberties and the public interest.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.b.
Obeying the law and paying taxes.

GOVT.16.c.
Serving as a juror.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

GOVT.16.e.
Performing public service.

GOVT.16.h.
Practicing personal and fiscal responsibility.

Day	Section	Key Concept	Lesson/Activity
1	**Foundations of American Constitutional Government**	Democratic Republic Influences & Historic Writings	Lesson: Exploration of Athenian Democracy, Roman Republic, Magna Carta, and Enlightenment Philosophers. Activity: Analyzing historical documents and discussing their impact on modern governance.
2	**Concepts of Democracy**	Core Democracy Concepts & Government Structures	Lesson: Understanding Popular Sovereignty, Natural Rights, Rule of Law, and different forms of government. Activity: Group discussions and presentations on democracy concepts.
3	**Virginia and United States Constitution**	Ratification Debates & Constitution's Structure	Lesson: Study of the Ratification Debates, Federalist Papers, and the structure of the U.S. Constitution. Activity: Mock debates or essay writing on the Federalist Papers.
4	**Foundations of the American Republic**	American Values and Constitutional Democracy	Lesson: Alexis de Tocqueville's Five Values, significance of mottos, and concepts of American constitutional democracy. Activity: Interactive sessions on applying these values in current contexts.
5	**Unit Assessment**	Units 1 - 17	Assessment: Comprehensive review and assessment encompassing all key concepts from the units 1 – 17.

Unit 19: Voting Rights in the United States

Unit Overview

In this lesson, we explore the evolution of voting rights in the United States, highlighting the significant amendments and laws that have progressively extended voting rights to previously disenfranchised groups. Starting with the 15th Amendment in 1870, which granted voting rights irrespective of race or previous enslavement status, the lesson covers key milestones like the 19th Amendment, which enfranchised women in 1920, and the 26th Amendment, which lowered the voting age to 18 in 1971. Special attention is given to the struggles of Native Americans, who, despite being granted citizenship in 1924, faced numerous state-imposed voting barriers until the mid-20th century. The lesson also reviews critical federal laws, including the Civil Rights Act of 1957 and the Voting Rights Act of 1965, which targeted discriminatory practices. Finally, it addresses the varied state laws that impact voting access today, demonstrating the ongoing nature of the struggle for equitable voting rights in the U.S. democracy.

SOL Standards

GOVT.1.i.
Applying civic virtues and democratic principles to make collaborative decisions.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.6.e.
Describing how amendments have extended the right to vote.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

Day	Section	Key Concept	Lesson/Activity
1	**The Early Voting Landscape in the U.S.**	Understanding initial voting restrictions	Lesson: Explore the initial voting limitations in early U.S. history, focusing on the demographic limitations. Activity: Analyze primary sources to understand the mindset and societal norms of the era.
2	**The 15th and 19th Amendments**	Expansion of voting rights based on race and gender	Lesson: Discuss the significance of the 15th and 19th Amendments in extending voting rights to African Americans and women. Activity: Create a timeline of events leading to these amendments.
3	**Mid-20th Century Amendments**	Further broadening of voting rights	Lesson: Examine the 23rd, 24th, and 26th Amendments and their impacts on D.C. residents, poll tax abolishment, and youth voting. Activity: Debate the impacts of these amendments in small groups.
4	**Native Americans and Voting Rights**	Overcoming barriers to Native American voting rights	Lesson: Learn about the Indian Citizenship Act of 1924 and subsequent challenges for Native American voting rights. Activity: Investigate case studies of voting challenges faced by Native Americans.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Students will complete a comprehensive assessment covering the key concepts, amendments, and laws discussed in the unit, including short answer and essay questions.

Unit 20: Voting and Elections

Unit Overview

In this lesson, we explore the concept of democracy, particularly focusing on how voting and elections are fundamental to its function. Democracy, rooted in the Greek words for 'people' and 'rule', essentially means 'rule by the people'. This lesson illustrates the electoral process, emphasizing that elections in democratic nations like the United States, Canada, and France, are pivotal for citizens to select their leaders. It outlines the stages of an election, from campaigning to voting at polling stations. Additionally, the lesson highlights historical progress in extending voting rights to disenfranchised groups, such as the enfranchisement of Black men in 1870 and women in various countries by 1920. The lesson also covers the criteria for citizenship, which is often a prerequisite for voting. Through these elements, the lesson conveys that voting is not only a right but also a crucial responsibility in a democracy.

SOL Standards

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.6.b.
Examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Democracy**	Understanding Democracy	Lesson: Overview of democracy as 'rule by the people' and its contrast with other forms of government. Activity: Discussion on the role of democracy in students' lives.
2	**The Electoral Process**	Electoral Mechanics	Lesson: Exploration of the election process, including campaigning, voting, and tallying votes. Activity: Simulating an election in class to understand the process.
3	**Historical Evolution of Voting Rights**	Expansion of Suffrage	Lesson: History of how voting rights were extended to different groups, including Black men and women. Activity: Research and presentation on key figures in voting rights history.
4	**Citizenship and Voting**	Rights and Responsibilities	Lesson: Discussion on the link between citizenship, voting rights, and responsibilities like jury duty. Activity: Debate on the importance of voting in a democracy.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive test covering key concepts of democracy, elections, voting rights, and citizenship responsibilities.

Unit 21: Presidential Election Process

Unit Overview

This lesson provides an in-depth overview of the United States presidential election process. It covers the intricacies of campaign finance laws and the influence of Supreme Court decisions, emphasizing the critical role of interest groups. The lesson delves into the workings of the Electoral College, highlighting its impact on elections and governance, and addresses challenges posed by reapportionment, redistricting, and gerrymandering. It also outlines the steps and requirements for running for president, including the importance of understanding voter turnout and the factors that influence it. Furthermore, the lesson examines the media's role in elections and the significance of campaign finance in American politics, concluding with insights into the U.S. Electoral College's constitutional foundations and its shaping of presidential elections.

SOL Standards

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.6.b.
Examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups.

GOVT.6.c.
Analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections.

GOVT.6.d.
Investigating and explaining the impact of reapportionment and redistricting on elections and governance.

GOVT.7.c.
Investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8.d.
Investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.9.f.
Analyzing how the incentives of individuals, interest groups, and the media influence public policy.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

Day	Section	Key Concept	Lesson/Activity
1	**Campaign Finance and Supreme Court Decisions**	Understanding Campaign Finance Laws and the Influence of Supreme Court Rulings	Lesson: Introduction to campaign finance laws and how they regulate election funding. Exploration of landmark Supreme Court cases like Citizens United v. FEC. Activity: Analyzing case studies to understand the impact of these laws and decisions on modern elections.
2	**The Role of the Electoral College**	The Function and Impact of the Electoral College	Lesson: Exploring the structure and purpose of the Electoral College, and how it differs from popular vote elections. Activity: A mock Electoral College exercise to demonstrate its influence on presidential elections.
3	**Redistricting, Reapportionment, and Gerrymandering**	Challenges in Election Geography	Lesson: Examination of redistricting and reapportionment processes, and the political implications of gerrymandering. Activity: Mapping exercise to understand the effects of redistricting on electoral outcomes.
4	**Media's Role and Voter Participation**	Media Influence and Voter Turnout	Lesson: Discussing the role of media in elections and factors influencing voter turnout. Activity: Conducting a survey or research project to investigate what motivates voter participation in different demographics.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering key concepts from the unit, including campaign finance, the Electoral College, redistricting, media's role in elections, and factors affecting voter turnout.

Unit 22: Article I: Legislative Branch

Unit Overview

This lesson provides an in-depth overview of Article I of the United States Constitution, which outlines the powers and structure of the legislative branch of the federal government. The focus is on understanding the roles and limits of the legislative branch, which is bicameral, comprising the Senate and the House of Representatives. The Senate represents states equally, while the House is based on state populations. The lesson delves into the evolution of legislative power over time, influenced by historical events, constitutional amendments, and societal changes. Key concepts include the checks and balances system, the role of representative democracy, and the principles of transparency and debate in the legislative process. Additionally, it covers the procedures involved in lawmaking in both the House and the Senate, highlighting the importance of committees, quorum, filibusters, and cloture. The lesson aims to evaluate how the legislative branch's processes reflect the democratic principles of American constitutional government.

SOL Standards

GOVT.3.a.
Recognizing the fundamental worth and dignity of the individual.

GOVT.3.d.
Recognizing majority rule and minority rights.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.11.d.
Investigating and evaluating the balance between individual liberties and the public interest.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**Structure of Congress**	Bicameral Legislature	Lesson: Introduction to the bicameral structure of Congress, explaining the roles of the Senate and the House of Representatives. Activity: Analyze the differences in representation and power between the two houses.
2	**Powers and Responsibilities**	Powers of Congress	Lesson: Explore the specific powers granted to Congress in Article I, Section 8 of the U.S. Constitution. Activity: Case studies on how these powers have been exercised historically.
3	**Lawmaking Process**	Legislative Procedures	Lesson: Detailed look at the lawmaking process in both the House and Senate. Activity: Simulation of a bill's journey through Congress, including committee review and voting.
4	**Evolution of Congressional Power**	Expansion of Legislative Power	Lesson: Examination of how historical events and constitutional amendments have expanded Congress's powers. Activity: Debate on the implications of these changes for American democracy.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test or project that synthesizes the week's lessons, focusing on the structure, powers, and evolution of the legislative branch as outlined in Article I.

Unit 23: Article II: Executive Branch

Unit Overview

This lesson offers an in-depth exploration of the executive branch of the United States government, as defined in Article II of the U.S. Constitution. It emphasizes the President's role, including the structure and evolution of the executive branch, the impact of key amendments (Twentieth, Twenty-second, and Twenty-fifth) on presidential power, and a comparison with legislative processes. The lesson covers the President's qualifications, the balance of powers, and the roles of the Vice President, Cabinet, and Executive Office. It also delves into the President's diverse responsibilities, such as Commander-in-Chief, Chief Executive, and Chief Diplomat, highlighting the intricate balance of power within the U.S. government and the checks and balances system that ensures democratic governance.

SOL Standards

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.9.b.
Examining different perspectives on the role of government.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Executive Branch**	Overview of the Executive Branch	Lesson: Introduction to the roles and responsibilities of the executive branch as outlined in Article II. Activity: Analyzing historical presidential speeches.
2	**The Presidency: Historical Perspectives**	Evolution of Presidential Powers	Lesson: Study of how the role of the President has evolved from George Washington to the present. Activity: Research and presentation on a selected President.
3	**Qualifications and Powers of the President**	Constitutional Requirements and Powers	Lesson: Detailed look at the qualifications for Presidency and the powers granted by the Constitution. Activity: Debate on the adequacy of these qualifications.
4	**The Vice President, Cabinet, and EOP**	Roles and Functions of Executive Support	Lesson: Exploration of the roles of the Vice President, Cabinet members, and the Executive Office. Activity: Role-play exercise simulating a Cabinet meeting.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test covering the key concepts, roles, and responsibilities of the executive branch as explored in the unit.

Unit 24: Article III: Judicial Branch

Unit Overview

This lesson focuses on the United States Constitution's Article III, which establishes the federal judiciary, particularly the Supreme Court. It covers the structure, jurisdiction, and procedures of federal courts, emphasizing the Supreme Court's role as an independent government branch following the landmark decision in Marbury v. Madison. This case introduced judicial review, allowing courts to interpret the Constitution and assess the constitutionality of laws. The lesson also delves into the different judicial philosophies, such as originalism, judicial pragmatism, activism, and restraint, illustrating how they influence constitutional interpretation. Additionally, it discusses the appointment and roles of Supreme Court justices and the checks and balances ensuring the judiciary's power remains balanced with other government branches. The overarching theme is the dynamic and influential role of the judicial branch in shaping U.S. law and society.

SOL Standards

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.10.b.
Evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in Marbury v. Madison.

GOVT.10.c.
Describing how the Supreme Court decides cases.

GOVT.10.d.
Comparing the philosophies of judicial activism and judicial restraint.

GOVT.10.e.
Investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT.11.c.
Explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Article III**	Role of the Federal Judiciary	Lesson: Understanding the Scope and Limits of Federal Judiciary Powers Activity: Exploring the Organization of Federal Courts
2	**Marbury v. Madison and Judicial Review**	Establishment of Judicial Review	Lesson: Marbury v. Madison - A Turning Point in Judicial History Activity: Analyzing the Implications of Judicial Review
3	**Structure of the Federal Courts**	Organization of Federal Courts	Lesson: Article III and the Structure of Federal Courts Activity: Mapping the Jurisdiction of Federal Courts
4	**Congress and the Courts**	Congressional Powers over Courts	Lesson: Congress's Role in Shaping the Court System Activity: Debating the Balance of Power Between Branches
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluating Understanding of Article III and Judicial Branch Concepts

Unit 25: Virginia's Blueprint: Branches & Powers

Unit Overview

In this lesson, students will explore the organization and powers of the state and local governments in Virginia as outlined in the Constitution of Virginia. They will delve into the three main branches of government: the Legislative Branch (comprising the Senate and House of Delegates), the Executive Branch (led by the Governor, Lieutenant Governor, and Attorney General), and the Judicial Branch (including the Supreme Court of Virginia and other courts). Through this lesson, students will gain a comprehensive understanding of how Virginia's government operates, ensuring a balanced and efficient system of governance for its citizens. They will also learn about the key terms and concepts related to the state's government structure and the role of amendments in shaping the Virginia Constitution.

SOL Standards

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Virginia's Constitution**	Constitution and Branches of Government	Lesson: Introduction to the Virginia Constitution and its Articles IV, V, VI Activity: Discussion on the historical background and significance of the Virginia Constitution
2	**Legislative Branch of Virginia**	Virginia General Assembly	Lesson: Understanding the Legislative Branch of Virginia, its composition, and roles Activity: Role-play or simulation of legislative process and bill creation
3	**Executive Branch of Virginia**	Governor, Lieutenant Governor, Attorney General	Lesson: Exploring the Executive Branch, its leadership, powers, and responsibilities Activity: Analyzing real-world scenarios involving executive decisions
4	**Judicial Branch of Virginia**	Virginia's Court System	Lesson: Discovering Virginia's Judicial Branch, its various courts, and their functions Activity: Mock trial or case study of a legal issue in Virginia
5	**Unit Assessment and Review of Key Concepts**	Synthesis of Unit Concepts	Assessment: Comprehensive review of unit concepts, including branches of government, key terms, and the Virginia Constitution Activity: Group discussion and reflection on the unit's importance and relevance

Unit 26: Understanding the Virginia Lawmaking Process

Unit Overview

In this lesson, we explore the Virginia lawmaking process, shedding light on the steps involved in crafting and enacting state laws. The Virginia General Assembly, composed of elected officials, plays a pivotal role in this process. It begins with the introduction of a bill, followed by committee scrutiny, floor debates, and voting in both the House of Delegates and the Senate. Once approved by both chambers, the bill goes to the Governor for final approval. The lesson also emphasizes the importance of citizen participation and interest groups in influencing legislation, as well as distinguishing between partisan and nonpartisan offices in Virginia politics.

SOL Standards

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.5.b.
Examining the extent to which power is shared.

GOVT.5.c.
Identifying the powers denied state and national governments.

GOVT.5.d.
Analyzing the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.7.c.
Investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.8.d.
Investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.9.f.
Analyzing how the incentives of individuals, interest groups, and the media influence public policy.

Day	Section	Key Concept	Lesson/Activity
1	**The State Lawmaking Process in Virginia**	Overview of Virginia's Lawmaking	Lesson: Introduction to the Virginia lawmaking process Activity: Explore the roles of elected officials in the General Assembly and their constituents.
2	**Steps in the Lawmaking Process**	Bill Introduction and Committee Work	Lesson: Understanding the steps in the lawmaking process, from bill introduction to committee scrutiny Activity: Simulate the process of introducing and discussing a bill.
3	**Steps in the Lawmaking Process (cont.)**	Floor Debate and Voting	Lesson: Continuing the exploration of the lawmaking process with a focus on floor debate and voting Activity: Role-play a legislative debate and voting session.
4	**Transferring to the Other House**	Governor's Approval	Lesson: Explaining the transition of bills between the House of Delegates and Senate, and the Governor's role Activity: Analyze the impact of Governor's decisions on bills.
5	**Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of the Virginia lawmaking process, citizen participation, and the role of interest groups in shaping laws.

Unit 27: Virginia's Local Government

Unit Overview

The lesson provides an overview of Virginia's local government structure and its relationship with the state government. It introduces the three primary forms of local government in Virginia: counties, cities, and towns, and highlights the Dillon Rule, which restricts their actions without approval from the Virginia General Assembly. It discusses the role of Constitutional Officers in counties and explains the functions of each. The lesson also outlines the structure and roles of counties, towns, and cities in Virginia, emphasizing the unique characteristics of each. It delves into the connection between local and state governments, their shared responsibilities, and funding sources. Furthermore, the lesson explores how citizens can influence policymaking at the state and local levels through various methods, including participation in public meetings, contacting elected officials, serving on boards, joining interest groups, and advocating within the community. Historical and contemporary examples of citizen activism are provided to illustrate the impact of civic engagement on government policies. The lesson underscores the importance of citizen participation in shaping state and local governance in Virginia.

SOL Standards

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.8.b.
Examining the structure and powers of local governments (county, city, and town).

GOVT.8.c.
Analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions.

GOVT.9.a.
Defining public policy and determining how to differentiate public and private action.

GOVT.9.d.
Describing how the state and local governments influence the public agenda and shape public policy.

GOVT.9.e.
Investigating and evaluating the process by which policy is implemented by the bureaucracy at each level.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction and Local Governments**	Role and Structure of Local Govt.	Lesson: Introduction to Virginia's Local Government structure and the Dillon Rule. Activity: Exploring the different forms of local governments in Virginia.
2	**Constitutional Officers of Virginia**	Key Roles of Constitutional Officers	Lesson: Understanding the roles of Constitutional Officers in Virginia counties. Activity: Discussing the importance of Constitutional Officers in local governance.
3	**Virginia's County Structure**	Functions and Organization	Lesson: Exploring the dual role of counties in Virginia and their organizational structure. Activity: Analyzing the responsibilities of counties in local and state governance.
4	**Virginia's Town and City Structure**	Unique Characteristics	Lesson: Understanding the distinctions between towns and cities in Virginia. Activity: Examining the criteria for towns and cities and the potential transition from town to city.
5	**Assessment**	Assessment of Unit Concepts	Assessment: Evaluate student understanding of unit concepts, including the roles of local governments, Constitutional Officers, county and town structures, and the relationship between local and state government.

Unit 28: Civil Liberties and Civil Rights

Unit Overview

In this lesson, the distinction between civil rights and civil liberties is explored, emphasizing their roles in safeguarding American freedoms and ensuring fairness. Civil liberties are the fundamental freedoms protecting individuals from government interference, including freedom of speech, religion, and privacy, as outlined in the Bill of Rights. On the other hand, civil rights guarantee equal treatment and protection from discrimination, encompassing rights like voting, equal education, and fair housing, often enforced through legislation like the Civil Rights Act of 1964. The First Amendment, a cornerstone of the Bill of Rights, is highlighted for its significance in upholding freedom of speech, religion, the press, assembly, and petition. Furthermore, the lesson delves into the rights of the accused, which are enshrined in the Fourth, Fifth, Sixth, and Eighth Amendments, emphasizing due process, protection from self-incrimination, and the right to a fair trial. Lastly, the Fourteenth Amendment is introduced, extending due process and equal protection principles to all states. Overall, this lesson provides a comprehensive understanding of these key concepts in American democracy.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.11.a.
Examining the Bill of Rights, with emphasis on First Amendment freedoms.

GOVT.11.b.
Analyzing due process of law expressed in the Fifth and Fourteenth Amendments.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

Day	Section	Key Concept	Lesson/Activity
1	**Civil Rights vs. Civil Liberties**	Understanding the Difference	Lesson: Explaining the concepts of civil rights and civil liberties. Activity: Discussion on examples.
2	**What Are Civil Liberties?**	Fundamental Freedoms	Lesson: Exploring civil liberties and their significance. Activity: Analyzing real-life scenarios.
3	**What Are Civil Rights?**	Equality in Public Life	Lesson: Understanding the concept of civil rights and their role in society. Activity: Case studies.
4	**The Power of the First Amendment**	Importance of the First Amendment	Lesson: Examining the First Amendment and its components. Activity: Role-play on free speech.
5	**Unit Assessment**	Assessment	Assessment: Comprehensive assessment covering civil rights, civil liberties, and the Bill of Rights.

Unit 29: The Supreme Court and the Bill of Rights

Unit Overview

In this unit, students will delve into the complexities of the Supreme Court's role in protecting individual liberties through selective incorporation, exploring landmark cases like Gitlow v. New York, Mapp v. Ohio, and Gideon v. Wainwright that have shaped the application of the Bill of Rights to the states. They will also grapple with the delicate balance between personal freedoms and the public interest, understanding how constitutional rights may sometimes be limited in the name of societal well-being. Furthermore, the unit will shed light on the pivotal distinction between civil liberties, safeguarding individual freedoms, and civil rights, ensuring equal treatment under the law, as students examine their practical implementation in American society.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3.b.
Recognizing the equality of all citizens under the law.

GOVT.10.c.
Describing how the Supreme Court decides cases.

GOVT.10.d.
Comparing the philosophies of judicial activism and judicial restraint.

GOVT.10.e.
Investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT.11.a.
Examining the Bill of Rights, with emphasis on First Amendment freedoms.

GOVT.11.c.
Explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.13.c.
Comparing and contrasting the extent of participation in the political process.

GOVT.16.d.
Participating in the political process and voting in local, state, and national elections.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to the Bill of Rights**	Understanding the Bill of Rights	Lesson: Explore the origins and purpose of the Bill of Rights. Activity: Discuss the specific amendments within the Bill of Rights and their significance.
2	**Selective Incorporation**	Applying the Bill of Rights to the states	Lesson: Learn about selective incorporation and its significance. Activity: Analyze landmark cases like Gitlow v. New York to understand its application.
3	**Supreme Court and Landmark Cases**	The role of the Supreme Court	Lesson: Dive into key Supreme Court cases like Mapp v. Ohio and Gideon v. Wainwright. Activity: Discuss how these cases shaped the application of the Bill of Rights.
4	**Balancing Individual Liberties vs. Public Interest**	The delicate balance between rights and societal well-being	Lesson: Explore the concept of balancing individual liberties and the public interest. Activity: Discuss real-world scenarios where these rights may conflict.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of selective incorporation, individual liberties, public interest, and landmark Supreme Court cases.

Unit 30: International Policy and Virginia's Role

Unit Overview

In this unit, students will delve into the complex world of international policy and Virginia's role within it. The learning objectives include understanding the responsibilities of the national government in foreign policy, examining the influence of national interest on shaping foreign policy, and exploring Virginia's connection to the global economy through international trade. Key topics covered in this unit encompass the roles and agencies involved in foreign policy, the various influences on U.S. foreign policy decisions, the tools used in conducting foreign policy, and the intricate balance between competing foreign policy goals. Additionally, students will explore recent initiatives in U.S. foreign policy and the impact of international trade on both national and state economies, shedding light on the ever-evolving global landscape that shapes Virginia's economic policies and practices.

SOL Standards

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.12.c.
Examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

Day	Section	Key Concept	Lesson/Activity
1	**Responsibilities of the National Government**	The President's Role in Foreign Policy	Lesson: Understanding the President's role in foreign policy decisions Activity: Case study on presidential diplomacy
2	**Key Agencies in Foreign Policy and Security**	State Department and National Security Council	Lesson: Exploring the State Department and National Security Council Activity: Role-play diplomatic negotiations
3	**Influences on U.S. Foreign Policy**	Public Opinion and Special Interest Groups	Lesson: Examining the influence of public opinion and interest groups on foreign policy Activity: Debate on foreign policy issues
4	**Tools of Foreign Policy**	Diplomacy and Economic Sanctions	Lesson: Understanding diplomatic and economic tools in foreign policy Activity: Simulated diplomatic negotiation
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering key concepts and application of knowledge

Unit 31: Economic Systems: An American Perspective

Unit Overview

The lesson on Economic Systems provides a comprehensive overview of the key economic and political ideologies that have shaped societies throughout history. It delves into the fundamental questions that every economy faces, such as what goods and services to produce, how to produce them, and for whom they are produced. The lesson explores various economic systems, including capitalism, communism, socialism, and more, highlighting their advantages and disadvantages. Additionally, it introduces prominent economic thinkers like Adam Smith, Karl Marx, John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell, showcasing their contributions and perspectives on these economic ideologies. Overall, the lesson emphasizes that there is no one-size-fits-all answer to economic systems, as countries may choose their system based on their unique history, priorities, and challenges.

SOL Standards

GOVT.13.d.
Comparing and contrasting economic systems.

GOVT.14.b.
Comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Economic Systems**	Fundamental Economic Questions	Lesson: Introduction to economic questions and priorities Activity: Discussion on societal values and needs
2	**Types of Economic Systems**	Command, Market, Mixed-Market Economies	Lesson: Explanation of different economic systems Activity: Comparing the pros and cons of each system
3	**Different Political and Economic Systems**	Capitalism, Communism, Socialism, etc.	Lesson: Overview of various political and economic ideologies Activity: Discussing the impact and characteristics
4	**Prominent Economic Thinkers**	Adam Smith, Karl Marx, Keynes, etc.	Lesson: Introduction to influential economists and their ideologies Activity: Analyzing their contributions
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate student understanding of economic systems, ideologies, and thinkers

Unit 32: Comparing Capitalism to Socialism and Communism

Unit Overview

In this lesson, we explore the fundamental differences between capitalism and socialism as economic systems, examining the roles of government and individual economic freedoms within each. Capitalism is characterized by private ownership of businesses and minimal government intervention, prioritizing individual economic freedom but potentially leading to economic inequality. In contrast, socialism involves greater government involvement in industries, aiming to reduce wealth disparities and ensure basic needs for all, albeit potentially limiting choices in jobs and consumer goods. We also compare the principles of the United States Bill of Rights, which emphasizes individual rights and limits government power, with the Communist Manifesto, which promotes societal transformation and the redistribution of resources to eliminate class distinctions. Understanding these concepts provides valuable insights into economic and political ideologies that shape societies around the world.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.13.d.
Comparing and contrasting economic systems.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Economic Systems**	Capitalism vs. Socialism	Lesson: Overview of Capitalism and Socialism Activity: Discussion on Economic Systems
2	**Capitalism: Features and Role of Govt.**	Role of Government in Capitalism	Lesson: Government's Role in Capitalism Activity: Case Studies on Capitalist Economies
3	**Socialism: Features and Role of Govt.**	Role of Government in Socialism	Lesson: Government's Role in Socialism Activity: Analysis of Socialist Policies and Their Implications
4	**Individual Economic Freedoms**	Economic Freedoms in Systems	Lesson: Comparison of Individual Economic Freedoms Activity: Debate on the Pros and Cons of Economic Systems
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Test on Capitalism, Socialism, and Economic Systems

Unit 33: Understanding the American Market System

Unit Overview

In this lesson, we delve into the American market system, exploring the fundamental concepts that shape it. We begin by understanding the dynamics of supply and demand, highlighting how consumers and producers influence pricing and the quantity of goods and services exchanged. Factors such as resources, demand, and technology are revealed as key influencers in the production process. We then delve into the importance of competition, emphasizing how it drives innovation, quality, and customer-centric approaches among businesses. Finally, we explore the core principle of free enterprise, which empowers businesses to operate and compete based on market forces, fostering innovation and economic growth at various levels, from local communities to the global stage. Overall, this lesson provides a comprehensive understanding of the factors that drive the American market system and its role in shaping local, national, and global economies.

SOL Standards

GOVT.12.c.
Examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

GOVT.13.d.
Comparing and contrasting economic systems.

GOVT.15.f.
Evaluating the trade-offs in government decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Market System**	Market System	Lesson: Introduction to the concept of Market System and its components. Activity: Discussion on market examples.
2	**Supply and Demand in a Market**	Supply and Demand	Lesson: Explanation of supply and demand principles and their importance. Activity: Analyzing supply and demand scenarios.
3	**The Role of the Consumer**	Consumer Behavior	Lesson: Understanding how consumers' behavior impacts demand. Activity: Role-play on consumer decision-making.
4	**The Role of the Producer**	Producer Decision-making	Lesson: Factors influencing producers' pricing decisions. Activity: Pricing strategy simulation game.
5	**Assessment**	Assessment	Unit Assessment: Assessing comprehension of market system, supply and demand, consumer, producer, competition, and free enterprise concepts.

Unit 34: Government's Role in the American Economy

Unit Overview

In this lesson, we explore the nuanced yet significant role of government in the American free enterprise system. We delve into the concept of economic freedom, which allows individuals and businesses to control their labor and property, fostering a dynamic and diverse marketplace. However, we also recognize the crucial role of government in ensuring fairness and safety in this system, with responsibilities ranging from overseeing public utilities and protecting consumer rights to environmental conservation and labor-management relations. Striking the right balance between free enterprise and government intervention is essential for a prosperous and equitable society where individual dreams thrive while safeguarding the collective well-being.

SOL Standards

GOVT.15.a.
Describing the provision of government goods and services that are not readily produced by the market.

GOVT.15.b.
Describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.

GOVT.15.c.
Investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Economic Freedom	Lesson: Introduction to the unit and the concept of economic freedom. Activity: Discussion on the importance of economic freedom and its role in the free enterprise system.
2	**Freedom and Enterprise**	Free Enterprise System	Lesson: Understanding the free enterprise system and its reliance on private individuals and businesses. Activity: Analyzing real-world examples of businesses operating in a free enterprise system.
3	**A Guiding Hand: Government's Role**	Government's Roles	Lesson: Exploring the various roles of the government in areas such as public utilities, consumer rights, environmental protection, and labor-management relations. Activity: Group discussion on the impact of government intervention in these areas.
4	**Government Regulation and Oversight**	Governmental Regulation and Oversight	Lesson: Detailed examination of specific government regulations and oversight in Virginia, including public utilities, consumer rights, environmental protection, and labor-management relations. Activity: Case study analysis of governmental regulations in Virginia.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering key concepts, roles of government, and real-world applications. Activity: Review and discussion of unit concepts and their relevance in the American economy.

Unit 35: Fiscal and Monetary Policy

Unit Overview

In this lesson, we delve into the fundamental concepts of fiscal and monetary policy and their roles in stabilizing an economy. Fiscal policy, controlled by the government, involves decisions on spending and taxation to maintain economic stability. Meanwhile, monetary policy, managed by the Federal Reserve, regulates the money supply through tools like interest rates and reserve requirements to influence economic conditions. We explore how these policies are adjusted to address issues like inflation and recession, emphasizing the trade-offs involved in managing these conflicting objectives. Understanding these policies is crucial as they impact daily life, from prices of goods to job opportunities, offering insight into the mechanics of the economy and the decision-making processes that guide it.

SOL Standards

GOVT.15.d.
Analyzing how Congress can use fiscal policy to stabilize the economy.

GOVT.15.e.
Describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.

GOVT.15.f.
Evaluating the trade-offs in government decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fiscal and Monetary Policy**	Overview of Fiscal and Monetary Policy	Lesson: Introduction to the concepts of fiscal and monetary policy. Activity: Exploring the role of the Federal Reserve and its tools.
2	**Monetary Policy**	Money Creation and Tools of the Federal Reserve	Lesson: Understanding how money is created and the tools the Federal Reserve uses. Activity: Analyzing the impact of reserve requirements, interest rates, and bond buying/selling on the money supply.
3	**Monetary Policy Continued**	Effects of Federal Reserve Actions	Lesson: Exploring how the Federal Reserve's actions affect the economy, focusing on addressing inflation and recession. Activity: Discussing scenarios where the Federal Reserve adjusts the money supply.
4	**Fiscal Policy**	Government's Role in Economic Stability	Lesson: Understanding fiscal policy and how the government manages its budget to stabilize the economy. Activity: Analyzing the role of taxes, government spending, and automatic stabilizers.
5	**Unit Assessment**	Synthesis of Fiscal and Monetary Policy	Assessment: Evaluating the comprehension of fiscal and monetary policy concepts, their impact on the economy, and their trade-offs.

Unit 36: Virginia and United States Government Exam #2

Unit Overview

The lesson covers various important terms and concepts related to both Virginia and United States government. In Section A, it discusses key amendments like the 15th, 19th, 23rd, 24th, and 26th Amendments, which address voting rights and democracy. Section B explores the branches of government, including legislative, executive, and judicial, along with the concept of checks and balances. It also introduces the Virginia General Assembly, political affiliations, and local government structures like mayors and town councils. Section C delves into significant historical and policy-related landmarks, such as Brown v. Board of Education, the Civil Rights Act of 1964, and different economic systems like market, command, mixed, capitalism, and socialism. Finally, Section D covers communism, Karl Marx, foundational documents like The Bill of Rights and The Communist Manifesto, economic concepts like globalization, supply and demand, fiscal and monetary policies, and institutions like the Federal Reserve, inflation, and taxes.

SOL Standards

GOVT.2.f.
Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.4.c.
Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.

GOVT.5.a.
Evaluating the relationship between the state government and the national government.

GOVT.6.a.
Describing the nomination and election process, including the organization and evolving role of political parties.

GOVT.6.e.
Describing how amendments have extended the right to vote.

GOVT.7.a.
Examining the legislative, executive, and judicial branches.

GOVT.7.b.
Analyzing the relationships among the three branches in a system of checks and balances and separation of powers.

GOVT.7.c.
Investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.8.a.
Examining the legislative, executive, and judicial branches.

GOVT.8.d.
Investigating and explaining the ways individuals and groups exert influence on state and local governments.

GOVT.9.f.
Analyzing how the incentives of individuals, interest groups, and the media influence public policy.

GOVT.10.a.
Describing the organization, jurisdiction, and proceedings of federal courts.

GOVT.11.e.
Examining how civil liberties and civil rights are protected under the law.

GOVT.12.c.
Examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

GOVT.13.a.
Describing the distribution of governmental power.

GOVT.13.b.
Explaining the relationship between the legislative and executive branches.

GOVT.13.d.
Comparing and contrasting economic systems.

GOVT.15.c.
Investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.

GOVT.15.d.
Analyzing how Congress can use fiscal policy to stabilize the economy.

GOVT.15.e.
Describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.

GOVT.15.f.
Evaluating the trade-offs in government decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Section A**	Voting Rights and Democracy	Lesson: Introduction to Amendments (15th, 19th, 23rd, 24th, 26th) and Democracy Activity: Discussion on the importance of voting rights and democracy.
2	**Section B**	Government Structure and Checks and Balances	Lesson: Overview of Government Branches (Legislative, Executive, Judicial) and Checks and Balances Activity: Simulation of the legislative process and discussions on checks and balances.
3	**Section C**	Landmark Cases and Policies	Lesson: Discussion on Brown v. Board of Education, Civil Rights Act of 1964, and Domestic and Foreign Policy Activity: Analysis of the impact of these landmark cases and policies on society.
4	**Section D**	Economic Systems and Key Figures	Lesson: Introduction to Economic Systems (Market, Command, Mixed, Capitalism, Socialism) and Key Figures (Karl Marx) Activity: Debate on the pros and cons of different economic systems.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive examination covering all unit concepts and a class discussion summarizing the key takeaways from the unit.

Virtual Learning Academy

Health 9

Unit 1: Endocrine System

Unit Overview

In this lesson on the Endocrine System, the main objectives are to identify and describe the major structures and functions of the endocrine system, identify health risks, and other factors affecting its function, and promote behaviors that protect endocrine system health. The endocrine system is a crucial internal communication system that regulates various bodily functions through the release of hormones. Major structures include the pituitary gland, thyroid gland, adrenal glands, pancreas, ovaries, and testes, each responsible for specific functions. Key functions of the endocrine system include growth regulation, metabolic control, stress response, blood sugar regulation, and reproductive functions. Health risks affecting the endocrine system involve hormonal imbalances, endocrine disorders, diabetes, autoimmune diseases, and cancer. External factors include environmental toxins, stress, diet, medications, and lifestyle choices. Behaviors to protect endocrine system health include maintaining a balanced diet, regular exercise, stress management, limiting exposure to endocrine-disrupting chemicals, and regular health check-ups, all contributing to overall endocrine wellness and well-being.

SOL Standards

9.1.a. Identify and describe the major structures and functions of the endocrine system.

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.e. Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

9.2.f. Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Endocrine System**	Structures and Functions	Lesson: Overview of the endocrine system and its major structures and functions. Activity: Watch the video "Introduction to the Endocrine System."
2	**Exploring Endocrine Glands**	Pituitary, Thyroid, Adrenal Glands, etc.	Lesson: In-depth exploration of the major endocrine glands and their functions. Activity: Watch the video "Adrenal Glands and Pancreas."
3	**Key Functions of the Endocrine System**	Regulating Growth, Metabolism, Stress Response, etc.	Lesson: Understanding the key functions of the endocrine system. Activity: Discussion and case studies on hormonal regulation.
4	**Health Risks and Factors**	Hormonal Imbalance, Endocrine Disorders, Diabetes, etc.	Lesson: Identifying health risks and disorders affecting the endocrine system. Activity: Watch the video "Endocrine System Problems."
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate students' comprehension of the endocrine system concepts and their ability to apply knowledge.

Unit 2: Understanding Vitamins, Minerals, and Healthy Food Choices

Unit Overview

In this lesson, titled "Understanding Vitamins, Minerals, and Healthy Food Choices," the primary goal is to equip learners with the knowledge and skills needed to make informed decisions regarding their dietary choices. The lesson covers various topics, including the functions of vitamins and minerals, sources of these nutrients in food and supplements, the distinction between fat-soluble and water-soluble vitamins, and the importance of setting SMART goals for nutrient consumption. It also explores the significance of food labels, community resources for locally sourced foods, and careers associated with promoting healthy food choices. Overall, this comprehensive lesson aims to empower individuals to take control of their nutrition for a healthier and more balanced life.

SOL Standards

9.1.b. Explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.

9.1.c. Explain organic, fresh, farm-raised, “lite,” low-fat, and fat-free foods.

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.e. Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

9.2.b. Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.

9.2.c. Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/ restaurant.

9.3.b. Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them.

9.3.c. Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).

9.3.d. Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

9.3.t. Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Importance of Nutritional Knowledge	Lesson: Introduction to the unit and the significance of understanding vitamins and minerals. Activity: Discussion on personal dietary habits and goals.
2	**Types of Vitamins**	Differentiating Vitamin Types	Lesson: Explanation of fat-soluble and water-soluble vitamins, their functions, and sources. Activity: Identifying foods rich in each type of vitamin.
3	**Sources of Nutrients**	Obtaining Essential Nutrients	Lesson: Discussing the benefits and drawbacks of obtaining vitamins from food or non-food sources. Activity: Identifying natural vs. supplementary vitamin sources.
4	**Supplements and Dietary Planning**	Role of Supplements in Nutrition	Lesson: Understanding the scenarios where supplements may be necessary and their limitations. Activity: Case studies on supplement use.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate comprehension of key concepts and learning outcomes through a unit assessment.

Unit 3: Eating, Sleeping, and Screen Time

Unit Overview

In this lesson, titled "Eating, Sleeping, and Screen Time," the primary objective is to equip students with the knowledge to identify the prevalence, root causes, and long-term health consequences of key unhealthy behaviors such as poor eating habits, lack of sleep, excessive screen time, and sedentary lifestyles. The lesson emphasizes the importance of a holistic approach to wellness, which includes proper nutrition, adequate sleep, regular physical activity, and weight management. It provides alarming statistics and health impacts associated with each of these unhealthy behaviors and discusses the physical, mental, and academic benefits of embracing a balanced approach to wellness. The lesson concludes by guiding students on how to design tailored wellness plans focusing on physical activity, sleep, rest, and nutrition to achieve their current health goals effectively.

SOL Standards

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.e. Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

9.2.d. Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

9.2.p. Explain limitations to effective communication online.

9.3.d. Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

9.3.f. Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.

9.3.t. Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Unhealthy Behaviors	Lesson: Introduction to the unit and the prevalence of unhealthy behaviors. Discuss the importance of addressing these behaviors. Activity: Group discussion to share personal experiences with unhealthy behaviors.
2	**Unhealthy Eating**	Impact of Poor Dietary Choices	Lesson: Explore statistics and health consequences related to unhealthy eating habits, focusing on dietary choices and their effects on health. Activity: Analyzing food labels to distinguish healthy and unhealthy food options.
3	**Sleep Deprivation**	Effects of Sleep Deprivation	Lesson: Emphasize the importance of sleep, discuss its role in overall health, and examine the causes and effects of sleep deprivation. Activity: Creating individual sleep diaries to monitor and assess sleep patterns.
4	**Extended Screen Time**	Risks of Excessive Screen Use	Lesson: Discuss the health implications of prolonged screen time and strategies for reducing screen use. Activity: Initiating a screen time reduction challenge and tracking daily screen usage.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate comprehension of key concepts through a comprehensive assessment, reinforcing the importance of addressing unhealthy behaviors and adopting a holistic approach to wellness.

Unit 4: Preventing Chronic Disease

Unit Overview

In this lesson on Preventing Chronic Disease, the learning objective is to provide a comprehensive understanding of common types of chronic diseases, such as diabetes, heart disease, cancer, obesity, and stroke, including their risk factors and prevention strategies. Chronic diseases, which are not contagious and often result from a combination of genetic and lifestyle factors, are explored in detail. The lesson delves into the prevention and management of these conditions, emphasizing the importance of maintaining a healthy weight, following a balanced diet, engaging in regular physical activity, and avoiding behaviors like smoking and substance abuse. By the end of the unit, learners should be able to assess their own risk factors and develop tailored prevention strategies to mitigate these risks, ultimately taking control of their health and well-being.

SOL Standards

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.e. Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

9.2.d. Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

9.2.e. Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.

9.3.e. Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.

9.3.f. Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Chronic Diseases**	Understanding Chronic Diseases	Lesson: Introduce the concept of chronic diseases, their characteristics, and the common types. Discuss genetic and lifestyle factors. Activity: Analyze case studies of individuals living with chronic diseases and their impact on quality of life.
2	**Diabetes: Types and Risk Factors**	Understanding Diabetes	Lesson: Explore the two types of diabetes, their causes, and risk factors. Discuss the importance of insulin in diabetes management. Activity: Calculate daily sugar intake and its potential impact on diabetes risk.
3	**Heart Disease: Prevention Strategies**	Preventing Heart Disease	Lesson: Learn about the hardening of arteries and its role in heart disease. Discuss preventive measures like smoking cessation and blood pressure control. Activity: Create a personalized heart-healthy meal plan.
4	**Cancer: Risk Factors and Prevention**	Reducing Cancer Risk	Lesson: Understand what cancer is and its characteristics. Explore strategies for cancer prevention, including dietary choices and avoidance of carcinogens. Activity: Research and present on a specific cancer type and its risk factors.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of chronic diseases, their risk factors, and prevention strategies through a written assessment and group discussions.

Unit 5: Herd Immunity, Epidemics, and Pandemics

Unit Overview

This lesson on "Herd Immunity, Epidemics, and Pandemics" aims to provide learners with a comprehensive understanding of crucial disease prevention and public health concepts. It covers topics such as herd immunity, vaccination's role in disease prevention, distinguishing between epidemics and pandemics, and the significance of data analysis in public health. By the end of this unit, students will have the knowledge and skills to define and apply these concepts, empowering them to make informed decisions that contribute to individual and community health and safety.

SOL Standards

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.f. Define herd immunity and explain how immunizations can prevent the spread of diseases.

9.2.f. Understand the difference between an epidemic and a pandemic and how they impact populations.

9.3.e. Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.

9.3.f. Analyze data on the spread of diseases, and develop personal prevention strategies based on information analyzed.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Disease Prevention	Lesson: Introduction to disease prevention concepts. Activity: Discussion on the importance of disease prevention
2	**Defining Herd Immunity**	Herd Immunity and Its Significance	Lesson: Explanation of herd immunity and its role in disease control. Activity: Group discussion on herd immunity
3	**Vaccination's Impact on Public Health**	The Importance of Vaccination	Lesson: Exploration of the impact of vaccinations on public health. Activity: Case studies on vaccine-preventable diseases
4	**Epidemic vs. Pandemic**	Distinguishing Epidemics and Pandemics	Lesson: Differentiation between epidemics and pandemics. Activity: Analysis of historical epidemic and pandemic events
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering herd immunity, vaccination, epidemic vs. pandemic, and data analysis concepts

Unit 6: Promote Vision, Hearing, and Dental Health

Unit Overview

The lesson titled "Promote Vision, Hearing, and Dental Health" emphasizes the importance of maintaining good vision, hearing, and dental health for overall well-being. It aims to educate participants on preventive measures against common threats to eye, ear, and oral health, such as exposure to UV rays, loud noises, and dietary factors contributing to tooth decay. The lesson provides practical strategies to protect these vital aspects of health and highlights how these practices contribute to overall well-being, reducing the risk of conditions like cardiovascular disease and diabetes. The lesson encourages participants to actively engage in their health and advocates for awareness campaigns, resource distribution, and accessibility to healthcare services as crucial components of promoting vision, hearing, and dental wellness in both personal and community contexts.

SOL Standards

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.g. Describe the importance of health habits that promote vision, hearing, and dental health.

9.1.h. Explain how alcohol and other drugs increase the risk of injury.

9.1.i. Analyze the consequences of binge drinking.

9.2.d. Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

9.2.g. Determine strategies to protect vision, hearing, and dental health.

9.2.h. Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.2.i. Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

9.3.g. Promote vision, hearing, and dental health.

Day	Section	Key Concept	Lesson/Activity
1	**Vision Health**	Importance of Eye Health	Lesson: Introduction to the significance of maintaining good vision health. Explanation of the impact of UV rays and blue light. Activity: Discuss common eye health misconceptions and quiz on UV protection.
2	**Vision Health**	Protecting Your Eyes	Lesson: Strategies for wearing sunglasses and protective eyewear. Explanation of the 20-20-20 rule for reducing eye strain. Activity: Hands-on practice on how to properly wear sunglasses and discuss personal experiences with eye strain.
3	**Hearing Health**	The Role of Hearing in Our Lives	Lesson: Emphasize the importance of hearing and balance. Explain the risks of prolonged exposure to loud noises. Activity: Engage in a listening exercise to understand the impact of noise levels on hearing.
4	**Dental Health**	Maintaining Healthy Teeth and Gums	Lesson: Detailed guidance on oral hygiene and the importance of regular dental check-ups. Activity: Hands-on practice on proper brushing and flossing techniques and discussion of healthy eating for dental health.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering key concepts of vision, hearing, and dental health. Includes multiple-choice questions, practical scenarios, and an essay question to evaluate understanding and application of the unit's concepts.

Unit 7: Substance Abuse and Injury Risk

Unit Overview

In this lesson, we explore the significant risks and consequences associated with substance abuse, specifically alcohol and drugs, drawing from credible sources like the National Institute on Drug Abuse (NIDA). We delve into how these substances impair cognitive and motor functions, leading to risky behaviors such as drunk driving, violence, and unprotected sex. Factors like the type of drug, dosage, frequency of use, and individual physiology can all intensify these risks. Additionally, we discuss the unique hazards of binge drinking and provide strategies for prevention and resistance. The lesson emphasizes the importance of understanding these risks, adopting preventive measures, and seeking help when addiction occurs, ultimately aiming to reduce the widespread impact of substance abuse on individuals and society.

SOL Standards

9.1.h. Explain how alcohol and other drugs increase the risk of injury.

9.1.i. Analyze the consequences of binge drinking.

9.1.j. Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

9.1.k. Identify behaviors that contribute to injuries and that may result in irreversible consequences.

9.2.h. Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.2.i. Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

9.2.j. Analyze and draw inferences about behaviors connected to addiction and mental health.

9.2.k. Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.

9.2.n. Identify strategies to respond to and report potential threats to individuals or the school.

9.3.h. Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

9.3.m. Demonstrate healthy decision-making strategies related to risky behaviors.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Substance Abuse and Injury Risk**	Understanding the Risks	Lesson: Introduction to the unit, explaining the risks of alcohol and drug use. Activity: Discussion on how substances affect judgment and decision-making.
2	**Risk of Injury Due to Alcohol and Drug Use**	Effects on Cognitive and Motor Functions	Lesson: Detailed exploration of how alcohol impairs judgment and behavior. Activity: Examples and discussion on the consequences of alcohol-induced aggression and recklessness.
3	**Risk of Injury Due to Alcohol and Drug Use**	Effects of Various Drugs	Lesson: Discussion on how different drugs impact cognitive and motor functions. Activity: Examples and scenarios illustrating the risks of using various drugs.
4	**Risk of Injury Due to Alcohol and Drug Use**	Factors Influencing Risk	Lesson: Explanation of how factors like drug type, dosage, and individual differences affect the scale of impairment and risk. Activity: Case studies and group discussions on how these factors can influence outcomes.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering key concepts, risks, prevention strategies, and the impact of substance abuse on individuals and society.

Unit 8: The Opioid Crisis and Teen Risk

Unit Overview

In this lesson, students will gain a comprehensive understanding of opioids, their addictive properties, and physiological effects. The focus will be on why adolescents are particularly vulnerable to opioid misuse, given ongoing brain development and risk-prone behavior. The lesson also covers the legal, academic, and social consequences of substance misuse, emphasizing how such decisions can significantly impact students' future opportunities and overall well-being. The lesson highlights the importance of awareness, education, and prevention measures to address the ongoing public health crisis of opioid misuse among teens.

SOL Standards

9.1.h. Explain how alcohol and other drugs increase the risk of injury.

9.1.t. Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.

9.2.h. Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.2.j. Analyze and draw inferences about behaviors connected to addiction and mental health.

9.3.j. Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Substance Risks	Lesson: Introduction to substance risks and their impact on well-being. Activity: Discussion on the effects of drug and alcohol use.
2	**What are Opioids?**	Type and Mechanisms of Opioids	Lesson: Exploration of different types of opioids and how they affect the body. Activity: Case study on opioid mechanisms.
3	**Regular Use and Misuse**	Dependence, Misuse, and Consequences	Lesson: Understanding the concept of dependence and the consequences of misuse. Activity: Group discussion on real-life misuse cases.
4	**Short-Term and Long-Term Effects**	Health Impacts of Opioid Misuse	Lesson: Examining short-term and long-term health effects of opioid misuse. Activity: Analyzing case studies of opioid-related health issues.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering all key concepts and their implications.

Unit 9: Brain Injuries and Concussions

Unit Overview

In this lesson on Brain Injuries and Concussions, the primary learning objective is to gain a comprehensive understanding of various traumatic and non-traumatic brain injuries, including their causes, symptoms, and long-term implications for health. The lesson emphasizes the importance of early recognition, timely medical intervention, and preventive measures to reduce the risk of brain injuries. It covers topics such as the definition and examples of traumatic and non-traumatic brain injuries, signs and symptoms of concussions, advocacy for reporting and safety measures, and the role of family and friends in identifying and seeking help for brain injuries. The lesson also provides safety practices to prevent traumatic brain injuries and encourages community-wide awareness and education on the subject, emphasizing the collective effort needed to promote brain health and safety.

SOL Standards

9.1.l. Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.

9.2.k. Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.

9.2.l. Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.

9.3.l. Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.

9.3.m. Demonstrate healthy decision-making strategies related to risky behaviors.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction and Brain Injuries**	Understanding Brain Injuries	Lesson: Introduction to the unit, highlighting the significance of brain injuries. Activity: Brainstorming session on different causes and types of brain injuries.
2	**Traumatic Brain Injuries (TBI)**	Causes and Mechanisms of TBIs	Lesson: In-depth exploration of traumatic brain injuries, including causes and mechanisms. Activity: Case study analysis of real-life TBI incidents.
3	**Non-Traumatic Brain Injuries (ABI)**	Understanding Acquired Brain Injuries	Lesson: Comprehensive overview of non-traumatic brain injuries (ABIs). Activity: Group discussion on the impact of ABIs on individuals' lives and families.
4	**Signs and Symptoms of Concussions**	Recognizing Concussion Symptoms	Lesson: Detailed examination of concussion symptoms and their significance. Activity: Role-play scenarios to identify and respond to concussion symptoms.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: A comprehensive assessment covering all aspects of brain injuries and concussions studied throughout the unit.

Unit 10: Understanding, Identifying, and Reporting Threats

Unit Overview

The safety and well-being of students in a school environment are paramount. This comprehensive guide educates high school students on three essential aspects of school safety: identifying potential threats, reporting those threats, and collectively building a safer school environment. From recognizing verbal and non-verbal cues that could signal harmful intentions to understanding the critical distinction between "snitching" and responsible reporting, and finally, to becoming actively involved in fostering a climate of inclusivity and safety—this guide empowers you to be a vigilant and proactive member of your school community. Equipped with this knowledge, you'll be better prepared to contribute to a secure and positive educational setting for everyone.

SOL Standards

9.1.k. Identify behaviors that contribute to injuries and that may result in irreversible consequences.

9.1.s. Identify risky behaviors adolescents engage in, including weapon use and gang involvement.

9.2.k. Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.

9.2.m. Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.

9.2.n. Identify strategies to respond to and report potential threats to individuals or the school.

9.3.m. Demonstrate healthy decision-making strategies related to risky behaviors.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Threats**	Recognizing Threats	Lesson: Introduction to potential threats and their forms. Activity: Discussion and examples of verbal and non-verbal cues of threats
2	**Identifying Types of Threats**	Explicit vs. Implied Threats	Lesson: Understanding the distinction between explicit and implied threats. Activity: Analyzing scenarios to identify and categorize threats
3	**Recognizing Warning Signs**	Signs and Warning Indicators	Lesson: Identifying red flags and warning signs of potential danger. Activity: Role-playing and group discussion on recognizing warning signs
4	**Reporting Threats**	Importance of Reporting and Reporting vs. Snitching	Lesson: Emphasizing the importance of reporting threats. Activity: Scenario-based discussions on responsible reporting
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of students' understanding through scenarios, questions, and practical scenarios related to identifying, reporting, and responding to threats

Unit 11: Time Management

Unit Overview

The lesson on Time Management aims to help students identify effective time management and organizational skills, understand how time management can reduce stress, and create strategies to manage deadlines for school-related activities. It emphasizes the importance of time management in leading a healthier, less stressful life and provides practical tips such as identifying time wasters, creating to-do lists, focusing on one task at a time, establishing routines, taking smart breaks, and incorporating self-care into daily routines. By mastering these skills, students can excel academically, meet deadlines effectively, and reduce stress, setting the foundation for a balanced and successful life beyond high school.

SOL Standards

9.1.n. Identify effective time-management and organizational skills.

9.2.o. Analyze how time management might contribute to stress reduction.

9.3.o. Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Importance of Time Management	Lesson: Understanding the significance of time management. Activity: Discussing personal time-wasting habits.
2	**Identify Effective Skills**	Time Wasters and Goal Setting	Lesson: Identifying and addressing time wasters. Activity: Setting achievable goals to overcome time-wasting.
3	**Plan with a To-Do List**	Task Organization and Cognitive Load	Lesson: Benefits of using to-do lists for task management. Activity: Creating and prioritizing to-do lists.
4	**One Task at a Time**	Efficiency and Quality of Work	Lesson: Debunking multitasking myths. Activity: Practicing single-tasking for better work quality.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding and application of time management concepts through a unit assessment.

Unit 12: Impact of Social Media and Online Behavior

Unit Overview

The lesson explores the impact of social media and online behavior, covering both the positive and negative aspects of these platforms. It highlights the benefits of social media, such as facilitating connections, providing educational resources, aiding career growth, and offering entertainment. On the flip side, it discusses the risks associated with excessive screen time, social pressure, safety and security concerns, and harmful online activities. The lesson also provides strategies for responsible online behavior, including limiting screen time, adjusting privacy settings, employing critical thinking, nurturing offline connections, and managing location services. Additionally, it emphasizes the importance of understanding the limitations of online communication and provides strategies for overcoming common challenges. Overall, the lesson aims to help learners maximize the advantages of digital platforms while minimizing associated risks.

SOL Standards

9.1.d. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.1.o. Describe the positive and negative effects of social media and of sharing personal information online.

9.2.k. Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.

9.2.p. Explain limitations to effective communication online.

9.3.m. Demonstrate healthy decision-making strategies related to risky behaviors.

9.3.p. Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Social Media and Online Behavior**	Understanding the Impact of Social Media	Lesson: Introduction to the unit and discussion on the influence of social media in today's world. Activity: Analyzing personal experiences with social media and sharing insights.
2	**Benefits of Social Media**	Positive Aspects of Social Media	Lesson: Explore the benefits of social media, including connecting with others, learning opportunities, career growth, and entertainment. Activity: Discussing and sharing personal examples of positive social media experiences.
3	**Risks of Social Media**	Negative Aspects and Risks of Social Media	Lesson: Examine the risks of excessive screen time, social pressure, safety and security concerns, and harmful online activities. Activity: Identifying potential risks and discussing strategies to mitigate them.
4	**Strategies for Balanced and Responsible Online Behavior**	Promoting Responsible Online Behavior	Lesson: Introduce strategies for balanced and responsible online behavior, including limiting screen time, adjusting privacy settings, critical thinking, nurturing offline connections, and managing location services. Activity: Role-playing scenarios to apply the strategies learned.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate understanding of the key concepts related to social media and online behavior.

Unit 13: Social and Emotional Skills: Mental Illness and Challenges

Unit Overview

The lesson titled "Understanding and Managing Mental Health" focuses on recognizing and addressing mental health challenges, particularly during adolescence. The learning objectives include identifying signs and symptoms of various mental illnesses and disorders, as well as accessing school and community resources to promote mental well-being for oneself and others. The lesson provides information about common mental health issues such as anxiety, depression, suicide risk, eating disorders, self-harm, and stress, along with their respective signs and symptoms. It also emphasizes the importance of utilizing available resources, including school counselors, psychologists, social workers, and community professionals, to address mental health concerns. Additionally, the lesson highlights the significance of open discussions, education, and proactive outreach in reducing mental health stigma and promoting access to mental health resources. It concludes by emphasizing that mental health is a crucial aspect of overall well-being and encourages seeking help as a sign of strength, not weakness.

SOL Standards

9.1.p. Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).

9.2.q. Identify school and community mental health resources to help and assist with mental illnesses or challenges.

9.3.q. Promote access to mental health resources to help oneself and others.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mental Health**	Adolescence and Mental Health Challenges	Lesson: Introduction to the unit, highlighting the significance of mental health during adolescence. Activity: Group discussion on the changes and challenges faced during adolescence.
2	**Signs and Symptoms of Anxiety**	Recognizing Anxiety Symptoms	Lesson: Understanding the signs and symptoms of anxiety. Activity: Role-playing exercises to identify anxiety-related behaviors in scenarios.
3	**Signs and Symptoms of Depression**	Identifying Depression Symptoms	Lesson: Understanding the signs and symptoms of depression. Activity: Analyzing case studies to recognize signs of depression in individuals.
4	**Recognizing Suicide Risk**	Identifying Suicide Warning Signs	Lesson: Recognizing the warning signs of suicide risk. Activity: Group discussion on how to respond and provide support to someone showing signs of suicidal thoughts.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering key concepts, signs, and symptoms of various mental health issues, and strategies for seeking help and offering support.

Unit 14: Social and Emotional Skills: Conflict Resolution

Unit Overview

The lesson on Conflict Resolution aims to help learners identify the causes of conflicts within relationships, understand the emotions involved, and provide strategies for peaceful resolution. It emphasizes the importance of self-control, empathy, and emotional maturity in handling conflicts and offers practical techniques for de-escalation and defusing heated situations. The lesson also introduces essential conflict resolution skills such as staying calm, emotional awareness, clear communication, and problem-solving. While conflicts are a natural part of human interactions, the lesson encourages seeking adult advice or intervention when necessary, especially for more serious conflicts.

SOL Standards

9.1.q. Identify causes of conflict with friends and family and feelings/emotions both sides might experience.

9.2.r. Identify strategies for peaceful resolution of conflict.

9.3.r. Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Conflict and Emotions	Lesson: Introduce the concept of conflict and its emotional aspects. Activity: Discussion on personal experiences with conflicts.
2	**What Causes Conflicts?**	Identifying Conflict Triggers	Lesson: Explore common causes of conflicts in relationships. Activity: Group activity to identify potential triggers.
3	**Feeling All the Feels**	Empathy and Emotional Awareness	Lesson: Highlight the importance of empathy and emotional awareness in conflict resolution. Activity: Role-play scenarios to practice empathy.
4	**Strategies for Resolution**	Conflict Resolution Strategies	Lesson: Introduce practical conflict resolution strategies. Activity: Case studies to apply and discuss these strategies.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment to evaluate understanding of conflict resolution concepts and skills.

Unit 15: Violence Prevention: Gang Involvement

Unit Overview

In this lesson, titled "Understanding Gangs, Weapons, and Making Healthy Choices," students will delve into essential topics concerning gangs, weapons, and the importance of making informed decisions. The unit aims to equip students with the knowledge and skills necessary to navigate the challenges they may encounter during their adolescence. It begins by defining what constitutes a gang and explores various types of gangs, highlighting the prevalence of such groups in the United States. The lesson emphasizes the grave consequences associated with gang-related behaviors, including academic decline, early parenthood, arrests, and criminal records. Additionally, the text underscores the heightened risks of involvement in high-risk activities, such as carrying weapons, and the potential legal repercussions. It stresses the broader implications of gang activity on individuals, families, and communities, emphasizing the importance of understanding and abiding by relevant laws. The lesson also touches upon other risky behaviors like hazing and hate crimes. It concludes by offering a step-by-step guide for making healthy decisions and encourages students to consider the far-reaching impact of their choices. Ultimately, the lesson emphasizes the significance of education and awareness as effective defenses against the dangers associated with gang involvement.

SOL Standards

9.1.q. Identify causes of conflict with friends and family and feelings/emotions both sides might experience.

9.1.r. Identify types of gangs, gang-related behaviors, and associated consequences

9.1.s. Identify risky behaviors adolescents engage in, including weapon use and gang involvement.

9.2.m. Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.

9.2.s. Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.

9.3.s. Create a message about the importance of avoiding gang involvement.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Overview of the Unit	Lesson: Introduction to the unit focusing on gangs, weapons, and healthy choices. Activity: Group discussion on the importance of the topics.
2	**What is a Gang?**	Definition and Characteristics	Lesson: Understanding the concept of a gang and its illegal activities. Activity: Analyzing a real-life example of a local gang.
3	**Types of Gangs**	Various Types of Gangs	Lesson: Exploration of different types of gangs, including street gangs, motorcycle gangs, and prison gangs. Activity: Group presentations on specific gang types.
4	**Gang-Related Behaviors**	Risks and Consequences	Lesson: Discussion on the dangers of gang involvement and its consequences. Activity: Role-play scenarios to understand potential outcomes of gang-related decisions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate students' understanding of gangs, weapons, and decision-making strategies covered in the unit.

Unit 16: Health-Related Social Issues

Unit Overview

In this lesson on Health-Related Social Issues, the primary objective is to equip students with the knowledge and tools to identify and address various health-related social issues. These issues encompass a wide range of topics, including physical and mental health, addiction, social determinants of health, vulnerable populations, the healthcare system, and occupational health. Students will gain an understanding of the interconnectedness of these issues and learn strategies for improving them, both on an individual and community level. The lesson emphasizes the importance of proactive involvement, education, advocacy, and personal planning in addressing health-related social issues and contributing positively to society's well-being.

SOL Standards

9.1.h. Explain how alcohol and other drugs increase the risk of injury.

9.1.i. Analyze the consequences of binge drinking.

9.1.t. Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.

9.1.u. Identify global environmental health issues.

9.2.h. Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.2.i. Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

9.2.t. Evaluate strategies for improving health-related social issues.

9.2.u. Examine the impact of global environmental health issues on local communities.

9.3.d. Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

9.3.h. Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

9.3.i. Develop a personal plan to prevent substance use.

9.3.t. Develop a long-term plan for oneself and/or the family to positively impact a health-related social issue.

9.3.u. Promote global environmental health and/or disease prevention projects.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Health Issues**	Understanding Health-Related Social Issues	Lesson: Introduction to the unit and the importance of social factors in health. Activity: Discussion and brainstorming on health-related social issues.
2	**Physical Health Issues**	Obesity, Access to Healthcare, Environmental Pollution	Lesson: Exploring physical health-related social issues and their impact. Activity: Analyzing case studies related to physical health issues.
3	**Mental Health Issues**	Mental Health Stigma, Suicide, Stress, and Anxiety	Lesson: Understanding mental health-related social issues and reducing stigma. Activity: Role-play scenarios to promote empathy and understanding of mental health challenges.
4	**Addiction and Substance Abuse**	Alcoholism, Drug Abuse, Tobacco Use	Lesson: Examining the impact of addiction and substance abuse on individuals and communities. Activity: Group discussions on prevention strategies and their effectiveness.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive test or project requiring students to apply their knowledge of health-related social issues, propose solutions, and reflect on the unit's key concepts.

Unit 17: Global Environmental Health Issues

Unit Overview

The lesson on "Global Environmental Health Issues" explores the wide-ranging impact of environmental factors on health worldwide. The learning objective of this unit is to identify global environmental health issues, assess their effects on local communities, and advocate for global environmental health and disease prevention projects. It begins by defining global environmental health and highlighting its significance, emphasizing that approximately one in four global deaths is linked to environmental factors. The lesson then delves into specific issues such as air pollution, water pollution and scarcity, soil contamination, climate change, chemical exposures, and ultraviolet radiation, explaining their health risks and consequences. Additionally, it addresses the disproportionate burden of environmental health issues on marginalized communities and their economic and cultural impacts. The lesson concludes by outlining strategies to promote global environmental health, including international collaboration, local empowerment, research and innovation, and public awareness campaigns. Ultimately, the lesson underscores the urgency of addressing these challenges to create a healthier and more sustainable world.

SOL Standards

9.1.u. Identify global environmental health issues.

9.2.t. Evaluate strategies for improving health-related social issues.

9.2.u. Examine the impact of global environmental health issues on local communities.

9.3.u. Promote global environmental health and/or disease prevention projects.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Environmental Health**	Understanding Global Environmental Health	Lesson: Defining global environmental health and its significance. Activity: Discussion on the impact of environmental factors on health
2	**Air Pollution**	Health Impacts of Air Pollution	Lesson: Exploring air pollution, its major pollutants, and health risks. Activity: Analyzing air quality data and its implications
3	**Water Pollution and Scarcity**	Effects of Water Pollution	Lesson: Discussing water pollution, its impact on health, and water scarcity issues. Activity: Case study on the Flint water crisis
4	**Soil Contamination**	Health Risks of Soil Contamination	Lesson: Understanding soil contamination and its consequences. Activity: Investigating cases of soil contamination and its effects
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of global environmental health issues, their impacts, and potential solutions

Unit 18: Exam

Unit Overview

This lesson provides essential information on lifesaving techniques, such as cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs), emphasizing the importance of quick and effective actions in emergencies. It covers adult and child CPR procedures, AED operation, and basic first aid skills, including choking, bleeding, contusions, fractures, and anaphylactic shock management. Additionally, the lesson touches upon various aspects of health, including the endocrine system, nutrition, physical health, disease prevention, substance use prevention, safety, mental wellness, violence prevention, and community/environmental health, emphasizing the significance of making healthy choices and being aware of potential risks and threats to personal and public well-being.

SOL Standards

All Health Education Standards of Learning for Virginia Public Schools from Units 1-17 will be covered on the final exam.

Day	Section	Key Concept	Lesson/Activity
1	**Lifesaving Techniques**	Importance of CPR and AED	Lesson: Introduction to CPR and AED. Activity: Hands-on CPR practice and AED operation simulation
2	**Basic First Aid Skills**	Choking, Bleeding, and Contusions	Lesson: Basic first aid skills for choking, bleeding, and contusions. Activity: Role-playing scenarios for first aid situations
3	**CPR and First Aid for Children**	Child CPR and Specific First Aid	Lesson: Child CPR techniques and specialized first aid for children. Activity: Child mannequin practice and first aid simulations
4	**Health and Disease Prevention**	Understanding Health and Disease	Lesson: Overview of the endocrine system, nutrition, and disease prevention. Activity: Discussion on health and nutrition choices
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment to evaluate understanding of CPR, first aid, and health concepts

Virtual Learning Academy

Health 10

Unit 1: Lymphatic System

Unit Overview

In this lesson on the Lymphatic System, students will learn about the major structures and functions of this crucial component of the immune system. The lymphatic system plays a key role in protecting the body against diseases, including cancer, by filtering harmful agents through lymph nodes and utilizing specialized cells like B-cells and T-cells to combat infections. The lesson also emphasizes the importance of maintaining a healthy cardiovascular and lymphatic system through strategies such as minimizing exposure to environmental pollutants, staying hydrated, and adopting a holistic approach to well-being. Students will gain a comprehensive understanding of how the lymphatic system contributes to disease prevention and overall health.

SOL Standards

10.1.a. Identify and describe the major structures and functions of the lymphatic system.

10.1.d. Identify technologies individuals can use to assess, monitor, improve, and maintain health.

10.1.e. Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.

10.2.c. Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.

10.2.e. Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.

10.2.v. Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.

10.3.a. Promote strategies for maintaining healthy cardiovascular and lymphatic systems.

10.3.c. Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.

10.3.v. Identify health promotion opportunities to enhance the health and wellness of oneself and others.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Lymphatic System**	Overview of the Lymphatic System	Lesson: Introduction to the lymphatic system. Activity: Discussion and exploration of the lymphatic system's components.
2	**Major Structures and Functions**	Understanding Lymph and Key Components	Lesson: Exploring lymph, lymph nodes, and other key structures. Activity: Visual aids and diagrams to identify and describe major structures.
3	**Role in Disease Protection**	Lymphatic System's Defense Mechanism	Lesson: Role of the lymphatic system in protecting against diseases. Activity: Simulating the immune response in lymph nodes.
4	**Maintaining a Healthy System**	Strategies for a Healthy Lymphatic System	Lesson: Discussing preventive measures and maintenance strategies. Activity: Group discussion on strategies for a healthy lymphatic system.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of students' understanding of the lymphatic system, its functions, and maintenance strategies.

Unit 2: A Variety of Diets

Unit Overview

In this lesson, titled "A Variety of Diets," students will explore different dietary patterns, including the Typical American Diet, Mediterranean Diet, Vegetarian Diet, and Vegan Diet. The lesson's objectives include identifying and comparing these diets, understanding the influences on dietary choices, and creating a personalized wellness plan based on current guidelines for healthy eating. The lesson emphasizes the importance of nutrition in promoting optimal health, preventing chronic diseases, and making informed choices about dietary habits. Students will learn about the characteristics of each diet, their alignment with dietary guidelines, and the key nutrients to focus on for a balanced intake. The lesson also guides students through the process of creating a personalized wellness plan, helping them assess their current eating habits, set realistic goals, develop action steps, identify potential challenges, and monitor their progress toward achieving a healthier lifestyle.

SOL Standards

10.1.b. Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).

10.1.d. Identify technologies individuals can use to assess, monitor, improve, and maintain health.

10.1.e. Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.

10.2.b. Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).

10.2.e. Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.

10.2.v. Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.

10.3.b. Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.

10.3.v. Identify health promotion opportunities to enhance the health and wellness of oneself and others.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Nutrition and Health**	The Importance of Nutrition	Lesson: Understanding the importance of nutrition for health and well-being. Activity: Discussing the impact of dietary choices on health.
2	**Influences on Dietary Choices**	Factors Influencing Food Choices	Lesson: Exploring the various factors that influence dietary choices. Activity: Identifying personal factors affecting food preferences.
3	**Food Groups and Dietary Guidelines**	Understanding Food Groups and Guidelines	Lesson: Introducing the five main food groups and dietary guidelines. Activity: Categorizing common foods into their respective food groups.
4	**Dietary Patterns - Typical American Diet**	Analyzing the Typical American Diet	Lesson: Examining the characteristics of the Typical American Diet and its implications for health. Activity: Comparing personal diets to the typical American diet.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment covering key concepts from the unit.

Unit 3: Sleep, Noncommunicable Diseases, and Health Choices

Unit Overview

In this lesson, "Sleep, Noncommunicable Diseases, and Health Choices," students will explore the crucial role of sleep in physical, mental, social, and academic well-being, as well as its relationship with chronic diseases, injury risks, and substance use. They will learn about the benefits of sufficient sleep, including physical healing, cognitive enhancement, improved social interactions, and academic performance, contrasted with the risks of sleep deficiency, such as chronic diseases, impaired mental health, social challenges, and academic struggles. Additionally, the lesson delves into noncommunicable diseases (NCDs), explaining their nature, causes, and common types. Students will discover preventive measures for NCDs, highlighting the importance of lifestyle choices, healthcare screenings, and environmental factors. The lesson emphasizes the role of policymakers in addressing the global issue of rising chronic diseases and encourages students to create or modify a personal wellness plan, encompassing physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent both communicable and chronic diseases.

SOL Standards

10.1.c. Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.

10.1.d. Identify technologies individuals can use to assess, monitor, improve, and maintain health.

10.1.e. Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.

10.1.g. Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.

10.1.h. Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

10.2.c. Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.

10.2.e. Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.

10.2.g. Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.

10.2.v. Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.

10.3.c. Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.

10.3.f. Design strategies to address and communicate to others about a selected personal, community, or global health issue.

10.3.g. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

10.3.h. Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.3.i. Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

10.3.v. Identify health promotion opportunities to enhance the health and wellness of oneself and others.

Day	Section	Key Concept	Lesson/Activity
1	**Sleep: Importance**	Understanding the Importance of Sleep	Lesson: The Physical and Mental Benefits of Adequate Sleep. Activity: Analyzing Personal Sleep Patterns
2	**Sleep: Cognitive**	Cognitive Benefits of Quality Sleep	Lesson: Exploring Cognitive Function and Sleep. Activity: Memory and Cognitive Function Assessment
3	**NCDs: Introduction**	Introduction to Noncommunicable Diseases	Lesson: What Are Noncommunicable Diseases (NCDs)? Activity: Identifying Common NCDs and Their Characteristics
4	**NCDs: Prevention**	Strategies to Prevent NCDs	Lesson: Preventing Noncommunicable Diseases. Activity: Creating a Personal Wellness Plan Focused on NCD Prevention
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive Exam Covering Sleep, NCDs, and Health Choices

Unit 4: Tech and Screenings for Lifelong Health

Unit Overview

The lesson titled "Tech and Screenings for Lifelong Health" focuses on the use of technology and medical screenings to assess, monitor, improve, and maintain health throughout one's life. The learning objectives include identifying various technologies for health management, promoting strategies for technology selection, understanding the importance of regular screenings, immunizations, and tests at different life stages, and emphasizing the role of access to healthcare. The lesson discusses the benefits and limitations of health technology for teenagers, provides information on vaccines for different age groups, and highlights medical screenings and planning for adults. It also emphasizes the significance of advance care planning and explores the impact of technology on health monitoring, mobile health apps, telemedicine, and genetic testing. While technology offers numerous advantages, it is essential to consider associated costs, privacy concerns, and potential drawbacks when embracing these tools for a healthier lifestyle.

SOL Standards

10.1.a. Identify and describe the major structures and functions of the lymphatic system.

10.1.d. Identify technologies individuals can use to assess, monitor, improve, and maintain health.

10.1.e. Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.

10.1.w. Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.

10.2.c. Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.

10.2.e. Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.

10.2.v. Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.

10.2.w. Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).

10.3.a. Promote strategies for maintaining healthy cardiovascular and lymphatic systems.

10.3.c. Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.

10.3.e. Determine strategies for improving access to health care and medical services for different stages of life.

10.3.v. Identify health promotion opportunities to enhance the health and wellness of oneself and others.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Health Technology**	The Role of Technology in Health	Lesson: Understanding the impact of technology on health management. Activity: Discussion on the advantages and limitations of health tech.
2	**Health Technology for Teens**	Teen Health Monitoring	Lesson: Exploring health monitoring devices and mobile apps for teenagers. Activity: Hands-on experience with fitness trackers and health apps.
3	**Preventive Measures and Vaccines**	Importance of Vaccination	Lesson: Emphasizing the significance of vaccines and their role in preventing diseases. Activity: Reviewing various vaccines and their recommended ages.
4	**Medical Screenings for Adults**	Adult Health Screenings	Lesson: Identifying essential medical screenings for adults and their purpose. Activity: Interactive session on choosing appropriate screenings based on individual health needs.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of unit concepts, including health technology, vaccines, and medical screenings.

Unit 5: Social Determinants of Health

Unit Overview

In this lesson on Social Determinants of Health, the main objectives are to identify and research personal, community, or global health issues, explain how social determinants of health affect these issues, and design strategies to address and communicate about them. Social determinants of health are conditions in the environments where individuals live, learn, work, play, worship, and age, which significantly influence health outcomes and overall quality of life. Key areas of social determinants include access to opportunities, home and neighborhood conditions, education quality, workplace safety, environmental conditions, and social interactions and relationships. Understanding these determinants is crucial for addressing health disparities and challenges in communities, emphasizing the need for a comprehensive approach involving policymakers, educators, community leaders, and individuals. The lesson explores health issues on personal, community, and global scales, highlighting the interconnected nature of these issues and the importance of collective efforts. It also delves into how social determinants impact specific health issues, such as diabetes, mental health, and global malnutrition, and discusses strategies for addressing these impacts. The lesson concludes by presenting a comparative analysis of health issues across different categories, emphasizing the importance of a holistic approach to health education and intervention.

SOL Standards

10.1.t. Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life.

10.1.u. Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.

10.2.f. Explain the impact of the social determinants of health on a selected personal, community, or global health issue.

10.2.t. Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.3.f. Design strategies to address and communicate to others about a selected personal, community, or global health issue.

10.3.h. Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.3.t. Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Social Determinants**	Understanding Social Determinants of Health	Lesson: Exploring the concept of Social Determinants of Health. Activity: Discussing examples of how external factors can impact health.
2	**Key Areas of Social Determinants**	Access to Opportunities	Lesson: Focusing on the impact of economic stability and opportunities on health. Activity: Analyzing case studies related to job access.
3	**Key Areas of Social Determinants (cont.)**	Home and Neighborhood Conditions	Lesson: Exploring the importance of neighborhood resources and living conditions. Activity: Mapping out resources in a local community.
4	**Key Areas of Social Determinants (cont.)**	Education Quality	Lesson: Discussing the role of education in health outcomes. Activity: Evaluating the quality of education in different scenarios.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive examination of social determinants and their impact on health.

Unit 6: Substance Use and Health Impacts

Unit Overview

In this lesson, titled "Teen Choices: Substance Use and Health Impacts," students are guided to explore the complex issue of substance abuse among teenagers. The lesson begins by highlighting the learning objectives, which include identifying and researching health issues, understanding the effects of social determinants on health, and designing strategies to address and communicate about health issues. The lesson then delves into the various factors influencing teens' decisions regarding substance use, including social pressure, stress, curiosity, and easy access. It also addresses the impact of substance abuse on communities, such as increased crime, health concerns, and economic strain. The lesson emphasizes the importance of collective efforts from educators, healthcare professionals, policymakers, and families to address this issue. Furthermore, it discusses the role of positive role models and assertive communication in helping teens resist substance use. Finally, the lesson touches upon the concept of addiction and its broader health implications, including cancer, cardiovascular concerns, respiratory problems, and the risks associated with e-cigarettes. Overall, the lesson aims to equip students with knowledge and tools to make informed decisions and lead healthier lives.

SOL Standards

10.1.g. Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.

10.1.h. Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

10.1.u. Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.

10.2.g. Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.

10.2.h. Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.

10.3.g. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

10.3.i. Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Substance Abuse**	Understanding the Problem	Lesson: Introduction to the unit and the issue of substance abuse among teens. Discuss the prevalence and impact of substance abuse. Activity: Group discussion on personal perceptions and experiences related to substance use.
2	**Influencing Factors**	Factors Influencing Teen Decisions	Lesson: Explore the various factors that influence teenagers' decisions regarding substance use, including peer pressure, stress, and curiosity. Activity: Role-playing scenarios to understand and address peer pressure situations.
3	**Community Impact**	Consequences on the Community	Lesson: Examine the broader impact of teen substance use on communities, including increased crime, health concerns, and economic strain. Activity: Group project on researching and presenting the community effects of substance abuse.
4	**Prevention and Support**	Strategies for Healthy Choices	Lesson: Discuss strategies for prevention and support, including the role of positive role models and assertive communication skills. Activity: Role-playing exercises to practice assertive communication in resisting substance use.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate students' understanding of key concepts, including substance abuse factors, community impact, prevention strategies, and assertive communication skills.

Unit 7: Teen Driving

Unit Overview

In this lesson on teen driving, students will learn to identify unsafe behaviors that may lead to unintentional injuries while operating or riding in a vehicle. The lesson also explores the factors influencing driver performance, including issues such as drunken driving, drug-impaired driving, distracted driving, not wearing seat belts, speeding, and drowsy driving. Students will understand the importance of responsible driving behaviors and how to use refusal and negotiation skills to avoid riding with someone who has been using alcohol or drugs. Additionally, the lesson emphasizes the role of parental involvement, minimum legal drinking age, zero tolerance laws, and graduated driver licensing systems in preventing motor vehicle-related injuries. The importance of developing refusal and negotiation skills for responsible driving is also highlighted, along with the identification of unsafe driving behaviors and the promotion of safe driving practices. Road safety is emphasized as a shared responsibility, contributing to a safer community for all drivers.

SOL Standards

10.1.g. Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.

10.1.h. Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

10.1.i. Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.

10.2.g. Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.

10.2.h. Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.

10.2.i. Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing motor vehicle-related injuries.

10.3.g. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

10.3.i. Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Teen Driving**	Understanding Teen Driver Responsibilities	Lesson: Overview of Teen Driving Unit Activity: Discussion on the importance of responsible driving behaviors and challenges faced by teen drivers
2	**Driver Performance**	Avoiding Impaired and Distracted Driving	Lesson: Factors influencing driver performance. Activity: Discussion on the dangers of drunken and drug-impaired driving
3	**Preventing Motor Vehicle Injuries**	Role of Legislation and Parental Involvement	Lesson: Preventing motor vehicle-related injuries. Activity: Exploring the impact of minimum legal drinking age and parental involvement
4	**Refusal and Negotiation Skills**	Developing Refusal and Negotiation Skills	Lesson: Refusal and negotiation skills for responsible driving. Activity: Role-playing scenarios to practice refusal and negotiation
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering all key concepts and skills learned in previous days

Unit 8: Navigating Online Safety

Unit Overview

The lesson titled "Navigating Online Safety" focuses on promoting safe practices in the digital world. It covers the importance of understanding personal information, the risks associated with sharing such information online, and the considerations one should make before posting pictures, videos, or engaging in online communication. The lesson emphasizes the need for caution, responsible sharing, and privacy protection in the online realm. It also provides guidance on online safety practices, including password security, privacy settings, and safe in-person meetings when interacting with individuals met online. Overall, the lesson aims to empower individuals, especially young adults, to make informed decisions and stay safe while navigating the digital landscape.

SOL Standards

10.1.j. List examples and describe the risks of sharing/posting personal information online.

10.2.h. Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.

10.2.j. Identify what needs to be considered before posting pictures and videos, and communicating with others online.

10.3.j. Promote safe practices related to online communication and in-person interactions with individuals one meets online.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Online Safety**	Understanding Personal Information	Lesson: Exploring the concept of personal information and its significance in the digital world. Activity: Identifying personal information examples.
2	**Risks of Sharing Personal Info**	Risks Associated with Sharing Online	Lesson: Discussing the potential risks and consequences of sharing personal information online. Activity: Analyzing real-life scenarios.
3	**Responsible Online Sharing**	Considerations Before Posting Online	Lesson: Exploring factors to consider before sharing pictures, videos, and messages online. Activity: Creating guidelines for responsible sharing.
4	**Online Safety Practices**	Safe Online Communication Practices	Lesson: Teaching best practices for secure online communication, including password security and privacy settings. Activity: Reviewing privacy settings.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' understanding of online safety concepts through a unit assessment.

Unit 9: Mental Health

Unit Overview

This lesson on Mental Health addresses the importance of understanding and prioritizing mental well-being, especially for youth. It explores various factors influencing mental health, such as genetics, life events, family background, and lifestyle choices. The lesson also delves into the stigma surrounding mental illness, its detrimental effects, and how empathy, compassion, and acceptance can help reduce it. Strategies for combatting stigma are outlined, emphasizing open dialogue, education, mindful language use, support, and advocacy. Additionally, the lesson touches on the significance of healthy relationships during the teenage years and offers guidance on recognizing warning signs in relationships. Overall, the lesson aims to promote mental health awareness and support for adolescents as they navigate this critical phase of life.

SOL Standards

10.1.k. Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.

10.1.l. Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.

10.1.m. Identify health professionals and types of services available for mental illnesses and emotional challenges.

10.1.n. Identify different personal relationships teens are involved in and the characteristics of each.

10.2.f. Explain the impact of the social determinants of health on a selected personal, community, or global health issue.

10.2.k. Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.

10.2.l. Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.

10.3.f. Design strategies to address and communicate to others about a selected personal, community, or global health issue.

10.3.h. Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.3.k. Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.

10.3.m. Advocate for the use of and the additional need for mental health resources at school and in the community.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Mental Health for Youth**	Importance of Mental Well-being	Lesson: Introduction to Mental Health and its importance. Activity: Discussing the impact of mental well-being on daily life.
2	**Factors Influencing Mental Health**	Various Factors Influencing Mental Health	Lesson: Exploring factors like genetics, life events, and lifestyle choices. Activity: Group discussion on personal influences.
3	**Understanding the Stigma**	Stigma Surrounding Mental Health	Lesson: Explanation of stigma and its effects. Activity: Analyzing real-life examples of stigma.
4	**Empathy, Compassion, and Reducing Stigma**	Role of Empathy and Compassion	Lesson: Highlighting the power of empathy and compassion. Activity: Role-play scenarios demonstrating empathy.
5	**Unit Assessment or Other Section**	Synthesis of Unit Concepts or Assessment	Assessment: Evaluation of understanding and application of mental health concepts.

Unit 10: Healthy and Unhealthy Relationships

Unit Overview

In this lesson on Healthy and Unhealthy Relationships, students will learn to identify characteristics of healthy, unhealthy, and abusive relationships across various spheres of their lives, including peer, family, and dating relationships. They will understand the importance of open communication, mutual respect, trust, support, and boundaries in healthy relationships. Unhealthy relationships, characterized by poor communication, jealousy, manipulation, dependency, and neglect, will also be discussed. Additionally, students will explore the more severe dynamics of abusive relationships, which include physical violence, emotional abuse, control, isolation, and intimidation. The lesson emphasizes the significance of respecting others' experiences, accepting differences, and establishing and respecting boundaries. Students will also be provided with resources and strategies to address unhealthy and abusive relationships, including trusted adults, school resources, and professional/community support. The lesson encourages students to seek help and prioritize their safety and well-being in any challenging relationship situations they may encounter.

SOL Standards

10.1.l. Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.

10.1.n. Identify different personal relationships teens are involved in and the characteristics of each.

10.1.o. Identify the skills needed to effectively navigate peer pressure situations.

10.2.l. Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.

10.2.n. Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

10.2.o. Examine the influences of peer approval and peer pressure on decision-making.

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.3.l. Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.

10.3.n. Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Relationships**	Introduction to Healthy Relationships	Lesson: Introduction to the importance of healthy relationships. Activity: Discussion on the qualities of a healthy relationship
2	**Healthy Relationships**	Characteristics of Healthy Relationships	Lesson: Identifying key characteristics of healthy relationships. Activity: Role-play scenarios of healthy interactions
3	**Unhealthy Relationships**	Characteristics of Unhealthy Relationships	Lesson: Recognizing signs of unhealthy relationships. Activity: Analyzing case studies of unhealthy dynamics
4	**Abusive Relationships**	Characteristics of Abusive Relationships	Lesson: Understanding the patterns and dynamics of abusive relationships. Activity: Group discussion on abusive behavior
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive assessment on healthy, unhealthy, and abusive relationships, applying learned concepts.

Unit 11: Mental Health Professionals and Services

Unit Overview

In this lesson on "Mental Health Professionals and Services," students will learn about the importance of mental health and how to identify various health professionals and types of services available for mental illnesses and emotional challenges. The lesson focuses on help-seeking strategies, recognizing signs of mental illnesses like depression and suicidal ideation, and advocating for more mental health resources in schools and communities. It emphasizes the roles of different mental health professionals, including social workers, psychologists, psychiatrists, counselors, and psychiatric nurses, both in schools and the broader community. The lesson also provides information on recognizing warning signs and accessing crisis support resources, emphasizing the importance of fostering a culture of understanding and support for mental health.

SOL Standards

10.1.k. Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.

10.1.m. Identify health professionals and types of services available for mental illnesses and emotional challenges.

10.1.w. Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.

10.2.k. Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.

10.2.m. Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation).

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.2.w. Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).

10.3.d. Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.

10.3.e. Determine strategies for improving access to health care and medical services for different stages of life.

10.3.k. Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.

10.3.m. Advocate for the use of and the additional need for mental health resources at school and in the community.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Mental Health**	Understanding Mental Health	Lesson: Introduction to the importance of mental health and its impact on overall well-being. Activity: Discussion on personal experiences and perceptions of mental health.
2	**Types of Mental Health Professionals**	Exploring Mental Health Professions	Lesson: Explanation of various mental health professionals and their roles. Activity: Group research on different mental health professions.
3	**Recognizing Signs of Mental Illness**	Identifying Warning Signs	Lesson: Understanding common signs of mental illnesses like depression and suicidal ideation. Activity: Role-play scenarios to recognize and respond to signs.
4	**Seeking Help and Resources**	Accessing Mental Health Support	Lesson: Exploring available resources, including professionals and crisis helplines. Activity: Creating a resource guide for seeking help.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate knowledge of mental health concepts, identification of professionals, and help-seeking strategies.

Unit 12: Teen Relationships

Unit Overview

In this lesson on Teen Relationships, students will explore the intricate web of relationships that teenagers often find themselves in during their transition from childhood to adulthood. They will learn to identify different types of personal relationships, including family, friends, romantic partners, acquaintances, mentors, and online connections, each with its unique characteristics and significance. The lesson will also cover the importance of recognizing potentially harmful and abusive relationships, such as teen dating violence, and provide strategies for setting personal boundaries to prevent such issues. Additionally, students will gain an understanding of how diverse factors, such as cultural differences, LGBTQ+ relationships, long-distance relationships, socioeconomic status, religious beliefs, physical abilities, mental health, racial diversity, and communication styles, can influence teen relationships, promoting empathy, inclusivity, and respect. Overall, this lesson aims to equip students with the knowledge and skills to navigate the complex landscape of teenage relationships healthily and safely.

SOL Standards

10.1.l. Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.

10.1.n. Identify different personal relationships teens are involved in and the characteristics of each.

10.2.l. Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.

10.2.n. Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

10.3.l. Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.

10.3.n. Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.

Day	Section	Key Concept	Lesson/Activity
1	**Understanding Teenage Relationships**	Types of Teenage Relationships	Lesson: Introduction to Teenage Relationships. Activity: Brainstorming different types of relationships teenagers have.
2	**Healthy Family Relationships**	Characteristics of Family Relationships	Lesson: Exploring Healthy Family Relationships. Activity: Discussing the roles and dynamics within families.
3	**Friendships**	Building and Maintaining Friendships	Lesson: Understanding Friendships. Activity: Role-playing scenarios to improve communication and trust in friendships.
4	**Recognizing Warning Signs**	Identifying Red Flags in Relationships	Lesson: Identifying Warning Signs in Relationships. Activity: Analyzing case studies of unhealthy relationships.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of understanding of teen relationships, including types, healthy dynamics, warning signs, and diversity factors.

Unit 13: Peer Pressure & Conflict Resolutions

Unit Overview

In this lesson on "Peer Pressure & Conflict Resolution," students will explore the dynamics of peer influence, focusing on the skills needed to navigate peer pressure situations effectively. They will learn about the influences of peer approval and peer pressure on decision-making and practice demonstrating effective communication in response to situations influenced by peer pressure and/or approval. The lesson will also compare and contrast assertive and aggressive communication and their impact on conflict resolution while providing strategies for peaceful conflict resolution, emphasizing the importance of clear communication, active listening, mediation, finding common ground, and taking breaks in resolving conflicts with empathy, understanding, and collaboration.

SOL Standards

10.1.g. Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.

10.1.o. Identify the skills needed to effectively navigate peer pressure situations.

10.1.q. Compare and contrast assertive and aggressive communication and how they affect conflict resolution.

10.2.h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.

10.2.o. Examine the influences of peer approval and peer pressure on decision-making.

10.2.q. Identify strategies for the peaceful resolution of conflict.

10.3.q. Practice procedures for peaceful resolution of conflict.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Peer Influence**	Understanding Peer Pressure	Lesson: Introduction to peer influence and its impact on decision-making. Activity: Group discussion on personal experiences with peer influence
2	**Skills for Navigating Peer Pressure**	Self-awareness and Decision-making Skills	Lesson: Developing self-awareness and decision-making skills to resist peer pressure. Activity: Role-play scenarios to practice saying "no" assertively
3	**Influences of Peer Approval & Pressure**	Exploring Peer Approval and Peer Pressure	Lesson: Understanding the dynamics of peer approval and peer pressure. Activity: Analyzing real-life scenarios of peer influence
4	**Effective Communication in Conflicts**	Communication Techniques in Peer Pressure	Lesson: Learning effective communication techniques in peer pressure situations. Activity: Role-playing assertive communication strategies
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate students' understanding of peer pressure, conflict resolution, and communication skills acquired throughout the unit.

Unit 14: Understanding Violence

Unit Overview

The lesson titled "Understanding Violence" aims to educate learners on various aspects of violence, with a focus on youth violence and gang involvement. The lesson's objectives include identifying the consequences of using violence to settle disputes, recognizing protective factors and prevention strategies, understanding the short- and long-term effects of gang involvement, and learning how to avoid it. Youth violence is defined as the deliberate use of force or power by individuals aged 10 to 24 and includes bullying, physical altercations, weapons threats, and gang-related confrontations. The lesson emphasizes the preventability of youth violence and its significant impact on public health. It also discusses the immediate and long-term consequences of youth violence, especially within communities of color, highlighting its economic and social costs. The lesson advocates for recognizing and addressing risk factors and systemic disparities and introduces resources like the CDC's Youth Violence Prevention Resource for Action. It also explores the short- and long-term health and societal consequences of gang involvement and provides proactive steps for teens to avoid such risky paths, emphasizing the importance of family, education, community involvement, and seeking support to create a brighter, safer future.

SOL Standards

10.1.p. Identify the consequences of using acts of violence to settle disputes.

10.1.q. Compare and contrast assertive and aggressive communication and how they affect conflict resolution.

10.1.r. Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future.

10.1.w. Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.

10.2.f. Explain the impact of the social determinants of health on a selected personal, community, or global health issue.

10.2.p. Identify protective factors and strategies that may prevent acts of violence.

10.2.q. Identify strategies for the peaceful resolution of conflict.

10.2.r. Evaluate protective factors needed to prevent gang involvement.

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.2.w. Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).

10.3.o. Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.

10.3.p. Describe methods to avoid violent acts of aggression and use of weapons.

10.3.q. Practice procedures for peaceful resolution of conflict.

10.3.r. Describe and demonstrate methods of avoiding gang-related activity and gang involvement.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Youth Violence**	Definition and Scope of Youth Violence	Lesson: Define youth violence and its manifestations. Activity: Discuss examples and scenarios.
2	**Consequences of Youth Violence**	Immediate and Long-Term Effects	Lesson: Explore the repercussions of youth violence. Activity: Analyze case studies and statistics.
3	**Prevention Strategies for Youth**	Protective Factors and Resources	Lesson: Identify ways to prevent youth violence. Activity: Role-play conflict resolution scenarios.
4	**Gang Involvement and Its Consequences**	Short-Term and Long-Term Impacts	Lesson: Examine the effects of gang involvement. Activity: Group discussion on gang-related issues.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding of youth violence and gang involvement concepts.

Unit 15: Understanding Natural Disasters and Emergency Preparedness

Unit Overview

In this lesson, titled "Understanding Natural Disasters and Emergency Preparedness," the main objectives are to explore the various natural disasters and emergencies that can affect a community, identify life-threatening situations arising from these events, and become familiar with community resources for emergency preparedness. The lesson begins by acknowledging the unpredictability of our planet and the importance of knowledge and strategic planning in enhancing resilience during extreme events. It introduces various types of natural disasters, such as earthquakes, hurricanes, floods, and wildfires, emphasizing the need to recognize and understand the unique challenges they present. Additionally, the lesson addresses artificial emergencies caused by accidents, negligence, or deliberate actions, providing examples such as poisoning, chemical emergencies, fires, and terrorism. It highlights the vulnerability of specific groups in emergencies and lists community resources for preparedness. The lesson underscores the importance of awareness, preparedness, and timely response to minimize the risks and impacts of emergencies. For teens, the lesson emphasizes the role they can play in emergency preparedness, including building an emergency kit, formulating a plan, and accessing alert options through local and social media outlets. Ultimately, the lesson emphasizes that preparedness is a shared responsibility within a community.

SOL Standards

10.1.s. Investigate natural disasters and emergency situations that affect the community.

10.2.s. Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.

10.3.s. Design crisis-management strategies for natural disasters and emergency situations.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Natural Disasters**	Nature's Unpredictability and Resilience	Lesson: Recognizing the Unpredictable Nature of Our Planet. Activity: Discussion on the value of knowledge and strategic planning in facing natural disasters.
2	**Types of Natural Disasters**	Categorizing Natural Disasters	Lesson: Exploring Various Types of Natural Disasters. Activity: Group discussion on the unique challenges posed by different types of disasters.
3	**Introduction to Emergency Situations**	Artificial Emergencies and Vulnerability	Lesson: Understanding Artificial Emergencies. Activity: Identifying potential vulnerabilities in different age groups during emergencies.
4	**Community Resources for Preparedness**	Preparedness and Shared Responsibility	Lesson: Community Resources for Emergency Preparedness. Activity: Research and presentations on community organizations involved in emergency preparedness.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of understanding and preparedness concepts covered in the unit.

Unit 16: Understanding Environmental Health

Unit Overview

In this lesson, we delve into the realm of environmental health, emphasizing its crucial role in our well-being and community health. The learning objectives encompass explaining the direct impact of environmental factors on health, recognizing the roles of various professionals in addressing environmental health concerns, and devising strategies to enhance environmental health. We explore how factors like air and water quality, toxic substances, and indoor environments affect our health, and highlight the roles played by health, wellness, safety, and business professionals in managing these issues collaboratively. Additionally, we provide practical strategies that individuals can adopt to mitigate environmental health risks in their homes and communities. Ultimately, this lesson underscores the importance of understanding, cooperation, and proactive measures in fostering healthier, safer, and more sustainable communities through environmental health awareness and action.

SOL Standards

10.1.t. Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life.

10.2.c. Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.

10.2.t. Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.3.c. Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.

10.3.d. Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.

10.3.f. Design strategies to address and communicate to others about a selected personal, community, or global health issue.

10.3.h. Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.3.t. Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Environmental Health**	The Importance of Environmental Health	Lesson: Introduce the concept of environmental health and its significance in public health. Activity: Discuss examples of environmental factors affecting health.
2	**Impact of Environmental Quality**	Factors Affecting Health	Lesson: Explore the various factors that impact health, including air and water quality, toxic substances, and indoor environments. Activity: Analyze case studies to understand real-world health impacts.
3	**Roles in Addressing Environmental Health Concerns**	Professionals' Roles	Lesson: Examine the roles of health professionals, wellness educators, safety experts, and business professionals in addressing environmental health concerns. Activity: Role-play scenarios demonstrating collaboration among these professionals.
4	**Strategies for Enhancing Environmental Health**	Mitigation Strategies	Lesson: Present strategies for individuals and communities to enhance environmental health, including home care, energy conservation, and sustainable practices. Activity: Create an action plan for implementing these strategies in a local context.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Conduct a unit assessment to evaluate students' understanding of environmental health concepts, the roles of professionals, and strategies for mitigating environmental health risks.

Unit 17: Community Health Dynamics and Health Literacy

Unit Overview

In this lesson on Community Health Dynamics and Health Literacy, students will explore various aspects of health and its impact on communities. The learning objectives include identifying and describing health-related social issues and their effects on a community, understanding resources and accessibility related to health, and recognizing pathways in Health and Medical Science. The lesson emphasizes the importance of recognizing the broader issues facing a community, such as homelessness and underage drinking, and how individuals can address these challenges by accessing available resources. Additionally, the lesson highlights the significance of health literacy in making informed decisions about personal health and participating in community health initiatives. It also introduces various health-related career opportunities, stressing the role of individuals in shaping a healthier future for themselves and their communities through education and advocacy. The lesson underscores the idea that health literacy and health science skills are essential for individuals to become productive and responsible citizens, contributing to their well-being and society as a whole.

SOL Standards

10.1.d. Identify technologies individuals can use to assess, monitor, improve, and maintain health.

10.1.e. Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.

10.1.u. Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.

10.1.w. Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.

10.2.e. Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.

10.2.u. Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.

10.2.v. Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.

10.2.w. Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).

10.3.d. Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.

10.3.f. Design strategies to address and communicate to others about a selected personal, community, or global health issue.

10.3.h. Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.3.u. Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.

10.3.v. Identify health promotion opportunities to enhance the health and wellness of oneself and others.

10.3.w. Identify high school courses that lead to health and medical science industry certifications.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Community Health**	Understanding the Importance of Health in Our Community	Lesson: Introduction to the unit and the role of health. Activity: Group discussion on personal experiences with community health issues
2	**Organ Donation and Substance Abuse**	Impact of Organ Donation and Substance Abuse on the Community	Lesson: Exploring the concept of organ donation and its significance. Activity: Analyzing the consequences of substance abuse in the community
3	**Health Literacy and Its Importance**	Understanding Health Literacy and Its Role in Individual and Community Health	Lesson: Introduction to health literacy and its role in improving health outcomes. Activity: Reading and interpreting medicine labels
4	**Exploring Health Career Opportunities**	Discovering Various Health-Related Career Paths	Lesson: Exploring different health career options and the skills and interests required. Activity: Self-assessment and reflection on potential health careers
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment covering all aspects of community health dynamics and health literacy

Unit 18: Exam

Unit Overview

This lesson covers various aspects of health and wellness, focusing on body systems, nutrition, physical health, disease prevention, substance use/misuse prevention, safety and injury prevention, mental wellness/social and emotional skills, violence prevention, and community/environmental health. It discusses the importance of the lymphatic system in maintaining fluid balance and defending against infections, emphasizes proper nutrition and its impact on health, addresses the significance of physical activity and adequate sleep, highlights the prevention of noncommunicable diseases, the use of technology in health monitoring, the importance of medical screenings and immunizations, social determinants of health, and substance use prevention. Additionally, it explores mental health, healthy relationships, violence prevention, and community health concerns such as natural disasters, emergencies, homelessness, infectious diseases, and underage drinking.

SOL Standards

All Health Education Standards of Learning for Virginia Public Schools from Units 1-17 will be covered on the final exam.

Day	Section	Key Concept	Lesson/Activity
1	**Body Systems**	Lymphatic System and Immune Defense	Lesson: Introduction to the lymphatic system and its role in maintaining fluid balance and defending against infections. Activity: Interactive diagram exploration of the lymphatic system.
2	**Nutrition**	Healthy Eating Habits	Lesson: Understanding the importance of proper nutrition for growth, health, and disease prevention. Activity: Food group sorting activity to promote healthy food choices.
3	**Physical Health**	Sleep and Physical Activity	Lesson: Exploring the significance of adequate sleep and regular physical activity for overall health. Activity: Sleep hygiene tips discussion and physical activity plan creation.
4	**Disease Prevention/Health Promotion**	Preventing Chronic Diseases	Lesson: Identifying noncommunicable/chronic diseases and their prevention through lifestyle choices. Activity: Interactive case studies on lifestyle factors and disease prevention.
5	**Unit Assessment or Other Section**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate understanding of key concepts related to body systems, nutrition, physical health, disease prevention, and overall health and wellness.

Virtual Learning Academy

Physical Education 9

Unit 1: Introduction to Physical Fitness

Unit Overview

Welcome to the "Introduction to Physical Fitness" course. This foundational course in Physical Education aims to empower you with knowledge and skills to take control of your health and well-being. Throughout the course, you will explore essential concepts of physical fitness, understand its fundamental principles, and learn how your daily choices impact your overall health. You'll also develop a personalized fitness plan tailored to your needs. Home workouts are a key component, even in this online class, as they play a pivotal role in establishing and maintaining a healthy and fit lifestyle. Your course performance will be evaluated based on knowledge assessments and fitness log completion. Additionally, you'll delve into motor skill development, distinguishing between locomotor and non-locomotor skills, and understand the critical elements crucial for skill execution and safety. This course is your opportunity to embark on a healthier, more active lifestyle.

SOL Standards

9.1.a. Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).

9.2.a. Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion.

9.2.c. Explain the body’s response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.f. Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.b. Apply the FITT (frequency, intensity, time, type of exercise) principle and other principles of training, such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular stretching, muscular strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool-down, overload, specificity, and progression.

9.4.a. Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety, and teamwork while engaging in a variety of activities.

9.4.b. Explain the effects of sports and activities in developing respect for the unique characteristics, differences, and abilities of peers.

9.4.d. Identify an opportunity for social support in a self-selected physical activity.

9.4.e. Apply communication skills and strategies that promote positive team/group dynamics.

9.4.f. Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.

9.4.i. Develop and analyze activities to determine areas of exclusion and inclusion.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Course Overview**	Empowering Health and Well-being	Lesson: Introduction to the course and its objectives. Activity: Self-assessment of current fitness levels and health habits.
2	**Introduction to Physical Ed**	Fundamentals of Physical Fitness	Lesson: Understanding the principles of physical fitness. Activity: Setting personal fitness goals.
3	**The Role of Home Workouts**	Home Workouts for Health	Lesson: Importance of home workouts in a healthy lifestyle. Activity: Creating a home workout routine.
4	**Course Grading**	Assessing Progress	Lesson: Explanation of course grading criteria. Activity: Reviewing sample fitness logs and knowledge assessment questions.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluating understanding of course concepts, including fitness principles, home workouts, and grading criteria.

Unit 2: What is Physical Fitness?

Unit Overview

The lesson "What is Physical Fitness" provides an in-depth understanding of physical fitness, emphasizing that it goes beyond mere appearance and athleticism. It explains the ten components of physical fitness, categorized into Health-Related and Skill-Related categories, detailing each one's significance. The lesson also highlights the numerous benefits of regular physical activity, including increased life expectancy, improved health, stress management, and enhanced physical performance. Furthermore, it introduces the concept of manipulative skills, emphasizing the importance of a proper grip in various sports and activities, and explains the significance of passing and receiving skills in team sports. Overall, the lesson empowers individuals to pursue a healthier and more fulfilling life through a comprehensive understanding of physical fitness and related skills.

SOL Standards

9.1.a. Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises, and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool-down, overload, specificity, and progression.

9.4.e. Apply communication skills and strategies that promote positive team/group dynamics.

9.4.f. Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

9.5.c. Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness**	Understanding Fitness	Lesson: Introduction to the importance of physical fitness and its various aspects. Activity: Group discussion on personal fitness goals and experiences.
2	**Components of Fitness**	Health-Related Fitness	Lesson: Detailed explanation of health-related fitness components. Activity: Physical assessment to measure flexibility, cardiovascular fitness, and muscular fitness.
3	**Components of Fitness**	Skill-Related Fitness	Lesson: Exploration of skill-related fitness components and their role in sports and activities. Activity: Skill-based games to improve speed, agility, and coordination.
4	**Benefits of Physical Activity**	Advantages of Staying Active	Lesson: Overview of the physical, mental, and emotional benefits of regular physical activity. Activity: Group presentation on the benefits of a chosen physical activity.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering all aspects of physical fitness, including components, benefits, and manipulative skills.

Unit 3: Skilled-Related Components of Fitness

Unit Overview

In this lesson, we explore the components of fitness, including flexibility, cardiovascular fitness, muscular fitness, building endurance, and body composition. Additionally, we delve into the six skill-related components of physical fitness, which encompass agility, balance, power, reaction time, coordination, and speed. These skill-related components play a crucial role in one's ability to excel in various sports and activities, enhancing overall physical performance and participation in such endeavors.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular stretching, muscular strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

Day	Section	Key Concept	Lesson/Activity
1	**Components of Fitness**	Understanding Fitness Components	Lesson: Introduction to the components of fitness, including flexibility, cardiovascular fitness, muscular fitness, endurance, and body composition. Activity: Group discussion on the importance of each component.
2	**Flexibility**	Flexibility Training	Lesson: In-depth exploration of flexibility as a fitness component, its benefits, and basic stretches. Activity: Practicing flexibility exercises and stretches.
3	**Cardiovascular Fitness**	Improving Cardiovascular Health	Lesson: Explanation of cardiovascular fitness, its impact on overall health, and recommended exercises. Activity: Aerobic workout session to boost cardiovascular fitness.
4	**Muscular Fitness**	Building Muscle Strength	Lesson: Muscle development, resistance training, and the importance of muscular fitness. Activity: Strength training exercises using weights or body weight.
5	**Unit Assessment or Other Section**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of knowledge and practical skills related to fitness components and skill-related components.

Unit 4: Flexibility

Unit Overview

This lesson covers the concept of flexibility as a health-related component of fitness, emphasizing its importance in maintaining mobility, preventing injuries, and improving overall physical function. It discusses the factors influencing flexibility, such as heredity, sex, and age, as well as the muscles that benefit most from stretching. The lesson introduces range of motion exercises, including static stretching, ballistic stretching, and PNF stretching, to help individuals improve their flexibility effectively.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Flexibility**	Importance of Flexibility	Lesson: Understanding the significance of flexibility in fitness. Activity: Group discussion on the benefits of flexibility.
2	**Factors Affecting Flexibility**	Heredity, Age, and Body Build	Lesson: Exploring how genetics, age, and body type influence flexibility. Activity: Self-assessment of personal flexibility factors.
3	**Muscles That Require Stretching**	Targeted Muscle Groups	Lesson: Identifying specific muscle groups that benefit from stretching. Activity: Demonstrating effective stretches for these muscles.
4	**Range of Motion Exercises**	Static, Ballistic, PNF Stretching	Lesson: Introduction to different range of motion exercises. Activity: Practicing static, ballistic, and PNF stretching techniques.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating students' knowledge of flexibility, its importance, and practical stretching techniques.

Unit 5: Cardiovascular Fitness

Unit Overview

This lesson on Cardiovascular Fitness emphasizes the crucial role it plays in physical well-being. It highlights how the circulatory and respiratory systems collaborate to supply oxygen during physical activity, leading to benefits like increased energy, extended exercise capacity, and improved heart and lung efficiency. Cardiovascular fitness is primarily achieved through aerobic activities like jogging, cycling, swimming, and dancing, as well as certain sports. The lesson also discusses the connection between the endocrine system and metabolic responses to short-term and long-term physical activity, explaining how hormones like adrenaline, cortisol, and growth hormone come into play. In summary, cardiovascular fitness is essential for sustained physical activity, while the endocrine system regulates energy utilization and adaptation to varying exercise demands.

SOL Standards

9.2.b. Describe the relationship between the endocrine system and the body's metabolic response to short- and long-term physical activity.

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular stretching, muscular strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Cardio Fitness**	Importance of Cardiovascular Fitness	Lesson: Overview of Cardiovascular Fitness. Activity: Warm-up exercises
2	**Key Systems for Cardio Fitness**	Role of Heart, Lungs, and Blood Vessels	Lesson: Understanding how key systems work together. Activity: Pulse check
3	**Benefits of Cardio Fitness**	Enhanced Stamina and Energy	Lesson: Exploring the benefits of cardiovascular fitness. Activity: Aerobic exercise
4	**Cardio Activities and Sports**	Types of Aerobic Activities	Lesson: Identifying cardio activities and sports. Activity: Trying different activities
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Test on Cardiovascular Fitness concepts

Unit 6: Muscular Strength

Unit Overview

This lesson on Muscular Strength and Muscular Fitness covers the essential components of muscular fitness, emphasizing the importance of muscular strength. Muscular Fitness includes power, strength, and muscular endurance, all of which are crucial for health and performance. Muscular strength is defined as the ability to push or pull with total force and is beneficial not only in athletic situations but also in everyday activities. The lesson highlights the benefits of muscular strength, such as improved overall health, body composition, mood, energy levels, and posture. To build muscular strength, it recommends exercises with higher resistance and less repetition, to be performed at least twice a week. Additionally, the lesson briefly touches on the physics of body movement, muscle actions (concentric, isometric, and eccentric contractions), joint movements (abduction, adduction, flexion, and extension), and planes of motion (sagittal, frontal, and transverse), providing insight into efficient movement examples in various activities like running, tennis, and golf swing.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Muscular Fitness**	Understanding Muscular Fitness Components	Lesson: Overview of Muscular Fitness components - power, strength, endurance. Activity: Discussion on the importance of muscular fitness.
2	**Muscular Strength Basics**	Definition and Benefits of Muscular Strength	Lesson: Explanation of muscular strength, its benefits, and how it is measured. Activity: Demonstrations of basic strength exercises.
3	**Muscular Endurance and Power**	Exploring Muscular Endurance and Power	Lesson: Differentiating between endurance and power, and their significance. Activity: Endurance and power-focused workout routines.
4	**Training for Muscular Strength**	Techniques for Building Strength	Lesson: Strategies for improving muscular strength and designing strength workouts. Activity: Group workout session emphasizing strength.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluation of students' understanding of muscular fitness components, strength, and endurance through a written assessment.

Unit 7: Muscular Endurance

Unit Overview

In this lesson, we explore the concept of muscular endurance within the broader context of muscular fitness. Muscular fitness encompasses power, strength, and muscular endurance, all crucial components for overall health and performance. Muscular endurance specifically refers to the capacity of muscles to sustain repetitive movements or hold positions without the need for frequent rest. Improving muscular endurance has numerous benefits, including enhanced athletic performance, improved aerobic endurance, easier completion of daily tasks, injury prevention, heart health maintenance, posture and stability maintenance, weight management, body composition improvement, and overall musculoskeletal health. Different types of training can be utilized to enhance muscular endurance, such as weight training, circuit training, calisthenics, and isometric exercises, each offering unique advantages and applicability to various fitness goals.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.e. Demonstrate appropriate techniques and describe the benefits of resistance-training activities, machines, and/or free weights.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness**	Muscular Fitness Overview	Lesson: Introduce the concept of Muscular Fitness. Activity: Discuss the components of muscular fitness.
2	**Muscular Endurance**	Understanding Muscular Endurance	Lesson: Explain what muscular endurance is and its importance. Activity: Perform simple endurance exercises.
3	**Benefits of Endurance**	Advantages of Muscular Endurance	Lesson: Explore the various benefits of improving muscular endurance. Activity: Group discussion on benefits.
4	**Training Methods**	Different Training Approaches	Lesson: Present different training methods for muscular endurance. Activity: Demonstrate and practice exercises.
5	**Unit Assessment**	Synthesis and Assessment of Concepts	Assessment: Evaluate students' understanding through a written or practical assessment of muscular endurance.

Unit 8: Body Composition

Unit Overview

In this lesson on body composition, we explore the different types of body tissue, primarily lean body tissue and body fat tissue. Lean body tissue comprises the majority of our body and includes muscle, bone, skin, and organs, with exercises promoting its development. On the other hand, body fat tissue varies in location and percentage, requiring specialized equipment for accurate measurement. Various factors such as heredity, metabolism, and diet influence body fat, and maintaining a healthy body fat level is crucial for overall wellness. Excess body fat is associated with increased health risks, including heart disease, high blood pressure, diabetes, and cancer, as well as decreased efficiency in daily activities.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

9.5.c. Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Body Composition**	Understanding Body Composition Basics	Lesson: Overview of Body Composition. Activity: Discussion on the importance of body composition
2	**Types of Body Tissue**	Lean Body Tissue and Its Components	Lesson: Exploring Lean Body Tissue. Activity: Identifying components of lean body tissue
3	**Types of Body Tissue (cont.)**	Body Fat Tissue and Its Measurement	Lesson: Understanding Body Fat Tissue. Activity: Discussing methods for measuring body fat
4	**Factors Influencing Body Fat**	Factors Affecting Body Fat Levels	Lesson: Factors that Influence Body Fat. Activity: Group discussion on heredity and metabolism
5	**Unit Assessment**	Synthesis of Unit Concepts and Assessment	Description of Day 5 Activities: Unit assessment covering all aspects of body composition knowledge

Unit 9: Fitness & Exercise

Unit Overview

In this lesson on Fitness & Exercise, the importance of physical activity and its benefits are emphasized. Fitness is described as a key component of a healthy lifestyle, highlighting how exercise can improve overall health by promoting better blood circulation, brain function, focus in school, and sleep quality. The lesson also discusses various aspects of exercise, including strength, endurance, and flexibility, and how they contribute to physical well-being. It encourages students to aim for approximately an hour of daily activity, emphasizing that it can be achieved through various enjoyable activities like sports, dancing, or walking. The lesson concludes by emphasizing the significance of maintaining a balanced diet and reducing screen time to further enhance one's health and fitness.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness**	Importance of Physical Activity	Lesson: Understanding the importance of physical fitness. Activity: Group discussion on the benefits of being active.
2	**Components of Fitness**	Strength, Endurance, and Flexibility	Lesson: Exploring the components of fitness - strength, endurance, and flexibility. Activity: Demonstrations of exercises.
3	**Daily Activity Goals**	Aim for an Hour of Activity	Lesson: Setting daily activity goals and how to achieve them. Activity: Creating a personalized activity plan.
4	**Health and Nutrition**	Balanced Diet and Screen Time Awareness	Lesson: The relationship between diet, screen time, and health. Activity: Discussing and planning healthy meal options.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit test covering fitness concepts, benefits, and nutrition.

Unit 10: FITT Principle

Unit Overview

The FITT Principle is a comprehensive guideline for determining the appropriate amount of physical activity for different fitness components, consisting of four key variables: Frequency, Intensity, Time, and Type. It serves as a fundamental framework for designing effective fitness plans that can be tailored to individual needs, taking into account factors such as age, sex, current fitness level, and available resources. To apply the FITT Principle, one should aim to engage in daily physical activity, select activities of at least moderate intensity, accumulate a total daily activity duration of 60 minutes (which can be divided into shorter blocks), and diversify the types of activities, including weight-bearing exercises for muscle strength, flexibility, and bone health. Additionally, understanding one's resting and target heart rates plays a crucial role in optimizing the benefits of exercise, as heart rate varies based on individual fitness levels and influences the effectiveness of workouts.

SOL Standards

9.2.b. Describe the relationship between the endocrine system and the body's metabolic response to short- and long-term physical activity.

9.2.c. Explain the body's response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.b. Apply the FITT (frequency, intensity, time, type of exercise) principle and other principles of training, such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.d. Calculate and explain the relationship between resting heart rate, target heart rate, recovery heart rate, blood pressure, training zones, and exercise intensity, including measurement devices (e.g., heart rate monitors, pedometers, accelerometers) to meet exercise and personal fitness goals.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**FITT Principle Overview**	Understanding FITT Principle	Lesson: Introduction to FITT Principle and its components. Activity: Discussion and examples of how Frequency, Intensity, Time, and Type apply to fitness planning.
2	**Frequency and Intensity**	Importance of Frequency and Intensity	Lesson: Exploring the significance of exercise Frequency and Intensity in fitness routines. Activity: Designing sample workout plans with varying frequencies and intensities.
3	**Time (Duration)**	Time as a Fitness Variable	Lesson: Delving into the concept of Time (Duration) and its role in effective exercise. Activity: Calculating and comparing total exercise times for different activities.
4	**Type of Activities**	Diversifying Activity Types	Lesson: Emphasizing the importance of diverse activity types for comprehensive fitness. Activity: Creating a list of various activities and categorizing them based on their benefits.
5	**Unit Assessment**	Synthesis of FITT Principle and Heart Rate Concepts	Assessment: Comprehensive unit assessment covering FITT Principle, heart rate, and their practical applications in fitness planning.

Unit 11: Aerobic and Anaerobic Exercise

Unit Overview

In this lesson, students will explore the concepts of Aerobic and Anaerobic Fitness. They will learn that aerobic exercise involves sustained cardiovascular conditioning, relying on oxygen as the primary energy source and offering various health benefits such as reducing the risk of heart disease and enhancing stamina. On the other hand, anaerobic exercises are characterized by short bursts of intense effort, relying on stored energy sources, and are beneficial for building muscle and breaking through exercise plateaus. Additionally, the lesson introduces biomechanics, applying principles of levers, force, motion, and rotation to enhance athletic performance, providing practical insights into optimizing skills and techniques in sports.

SOL Standards

9.2.a. Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion.

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.f. Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.h. Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Day	Section	Key Concept	Lesson/Activity
1	**Aerobic Fitness**	Understanding Aerobic	Lesson: Introduction to Aerobic Fitness Activity: Warm-up exercises and explanation of the importance of aerobic fitness.
2	**Anaerobic Fitness**	Understanding Anaerobic	Lesson: Exploring Anaerobic Fitness Activity: High-intensity interval training (HIIT) workout to experience anaerobic exercise.
3	**Benefits of Exercise**	Health Benefits	Lesson: Benefits of Aerobic and Anaerobic Exercise Activity: Group discussion on the various health benefits of different exercise types.
4	**Biomechanics**	Applying Biomechanics	Lesson: Introduction to Biomechanics Activity: Analyzing sports movements and discussing how biomechanics can enhance performance.
5	**Unit Assessment**	Synthesis of Concepts	Unit Assessment: Evaluate understanding of aerobic, anaerobic, and biomechanics concepts through a written and practical assessment.

Unit 12: Hydration and Sleep

Unit Overview

This lesson covers two essential aspects of well-being: hydration and sleep. It begins by emphasizing the importance of water for all living beings, highlighting its role in various bodily functions. The lesson explains how the body's water needs can vary based on factors like age, activity level, and weather conditions, while stressing the significance of staying adequately hydrated. It also touches on recognizing signs of dehydration and offers practical tips for maintaining proper hydration. The second part of the lesson focuses on sleep, particularly addressing the sleep needs of teenagers and the challenges they face in getting enough rest. It discusses the effects of sleep deprivation on academic performance, physical health, and emotional well-being, providing strategies to improve sleep quality, such as setting consistent sleep schedules, avoiding stimulants, and creating a conducive sleeping environment. Overall, this lesson underscores the crucial role of hydration and sufficient sleep in maintaining a healthy lifestyle.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.g. Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Hydration**	Importance of Water	Lesson: Understanding the significance of water for all living beings. Activity: Identifying sources of water in everyday life.
2	**Hydration**	Water's Role in the Body	Lesson: Explaining the various functions of water in the human body. Activity: Demonstrating how blood carries oxygen and the role of water in digestion.
3	**Hydration**	How Much Water Do You Need?	Lesson: Discussing factors influencing daily water intake. Activity: Calculating individual water needs based on age, activity level, and weather conditions.
4	**Sleep**	The Importance of Sleep	Lesson: Understanding the significance of sleep for overall health and well-being. Activity: Discussing the consequences of sleep deprivation.
5	**Unit Assessment**	Synthesis of Hydration and Sleep Concepts	Assessment: Comprehensive assessment covering hydration and sleep concepts, and their applications in maintaining a healthy lifestyle.

Unit 13: Healthy Nutrition

Unit Overview

The lesson on "Healthy Nutrition" emphasizes the importance of balanced nutrition for maintaining overall health and well-being. It highlights the six major nutrient groups (carbohydrates, protein, fat, vitamins, minerals, and water) and their roles in the body. The lesson also discusses the concept of energy balance, which involves managing the intake of food and energy expenditure through physical activity. It stresses the significance of making smart food choices, including fresh fruits, vegetables, whole grains, lean proteins, and healthy fats, while also emphasizing the importance of adequate sleep for maintaining a balanced and healthy lifestyle, especially during the teenage years.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.5.a. Explain the body's physiological response to sugar, sodium, and fat.

9.5.b. Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Nutrition Basics**	Importance of Nutrition	Lesson: Introduction to the importance of nutrition and its role in overall health. Activity: Discussing different food groups and their nutrients.
2	**Carbohydrates**	Energy Source	Lesson: Understanding carbohydrates as a primary source of energy for the body. Activity: Identifying sources of carbohydrates in various foods.
3	**Proteins**	Growth and Development	Lesson: Exploring the role of proteins in growth, development, and immune system support. Activity: Identifying protein-rich foods and their importance.
4	**Fats**	Essential Fats	Lesson: Highlighting the importance of dietary fats, their role in energy storage, and organ protection. Activity: Identifying sources of healthy fats and their benefits.
5	**Unit Assessment**	Synthesis of Unit Concepts or Assessment	Assessment: Comprehensive assessment covering all key concepts discussed in previous days, evaluating students' understanding of healthy nutrition principles and their application.

Unit 14: My Plate

Unit Overview

In this lesson, we will explore the foundational principles of a healthy lifestyle, which begin with the careful planning and preparation of your meals. Understanding what goes into your body is essential for maintaining good health. The lesson will cover various steps, starting with selecting recipes that suit your preferences and dietary goals, and then creating a comprehensive grocery list based on those recipes. While shopping, you'll learn how to discern between fresh and pre-packaged foods, read food labels for healthier choices, and check expiration dates. Finally, you'll discover the importance of proper food storage and the option to prepare meals in advance for convenience.

SOL Standards

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Healthy Living**	Importance of Meal Planning	Lesson: Understanding the significance of meal planning for a healthy lifestyle. Activity: Discussion on personal dietary habits.
2	**Recipe Selection**	Choosing Balanced Meals	Lesson: How to select recipes for balanced nutrition. Activity: Group activity to create a balanced meal plan for the week.
3	**Grocery List**	Creating a Comprehensive Grocery List	Lesson: Creating a comprehensive grocery list based on selected recipes. Activity: Students create their own grocery lists.
4	**Shopping and Food Labels**	Smart Shopping and Reading Labels	Lesson: Making informed choices while shopping, and understanding food labels. Activity: Analyzing food labels during a store visit.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit assessment covering meal planning, recipe selection, shopping, and label reading.

Unit 15: Hygiene

Unit Overview

In this lesson on hygiene, the importance of cleanliness and daily routines for maintaining good health and appearance is emphasized. The lesson covers various aspects of hygiene, including washing the body and hair, dental care, wearing clean clothes, using deodorant, and the significance of hand hygiene to prevent the spread of germs. It emphasizes that good hygiene is not only about looking and smelling good but also about staying healthy by keeping germs at bay and taking precautions to avoid spreading illness to others.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Hygiene**	Importance of Hygiene	Lesson: Understanding the basics of hygiene and its significance. Activity: Discussion on personal hygiene habits.
2	**Body and Hair Care**	Washing Techniques	Lesson: Exploring proper techniques for washing the body and hair. Activity: Demonstrating and practicing these techniques.
3	**Dental Care**	Toothbrushing and Flossing	Lesson: Learning the importance of dental care and daily toothbrushing. Activity: Toothbrushing and flossing demonstration.
4	**Clean Clothes and Grooming**	Clothing Hygiene and Grooming	Lesson: Discussing the role of clean clothes and grooming in personal hygiene. Activity: Tips and techniques for grooming and clothing care.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating understanding of hygiene concepts and practical application through a quiz and practical demonstrations.

Unit 16: Stress

Unit Overview

In this lesson on stress, students will learn about the concept of stress, its triggers, and its physical and emotional effects. The lesson explains stress as a biological reaction to danger or threats, including the "fight or flight" response. It also delves into modern life stressors and the distinction between "good stress" (eustress) and "bad stress" (distress). Students will explore strategies to manage stress, such as talking to trusted individuals, deep breathing, exercise, journaling, and taking regular breaks. Additionally, the lesson covers conflict resolution skills, emphasizing effective communication, empathy, and teamwork in resolving disputes during physical activities and sports. Finally, students will be introduced to the practice of yoga, which promotes physical, mental, and emotional well-being through postures and breathing exercises.

SOL Standards

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4.c. Apply conflict-resolution skills in physical activity settings.

9.4.e. Apply communication skills and strategies that promote positive team/group dynamics.

9.4.f. Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.

9.4.h. Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Stress**	Understanding Stress	Lesson: Defining stress and its various triggers and effects. Activity: Discussion on personal experiences with stress.
2	**Biological Reaction**	Fight-or-Flight Response	Lesson: Exploring the body's biological response to stress and the "fight or flight" mechanism. Activity: Role-play of a stress-induced situation.
3	**Modern Life Stressors**	Stress in Everyday Life	Lesson: Discussing common stressors in modern life and their impact. Activity: Identifying and managing personal stressors.
4	**Managing Stress**	Coping Strategies	Lesson: Introducing healthy coping strategies for managing stress, including communication and relaxation techniques. Activity: Practicing deep breathing and communication exercises.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating understanding of stress concepts and practical application through a quiz and stress management scenarios.

Unit 17: Goal Setting

Unit Overview

In this lesson on goal setting, students are introduced to the SMART approach to setting and achieving their objectives. They learn to break down big dreams into smaller, manageable goals, emphasizing the importance of making goals specific, measurable, actionable, realistic, and timely. Additionally, the lesson encourages students to consider the financial aspects of their goals and how to plan for expenses. It emphasizes the value of long-term thinking, explores the concepts of short-term, moderate-term, and long-term goals, and emphasizes the significance of setting goals that align with personal desires and capabilities. The lesson also covers the importance of measuring progress, creating actionable steps, setting realistic goals, and establishing deadlines to overcome procrastination and achieve success.

SOL Standards

9.1.b. Design, implement, evaluate, and modify a practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.

9.2.d. Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.

9.2.e. Analyze movement performance and utilize feedback to learn or to improve the movement skills of self and others.

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.3.i. Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Goal Setting**	Importance of SMART Goals	Lesson: Introduction to SMART Goals Activity: Brainstorming Personal Goals
2	**Financial Considerations**	Financial Planning for Goals	Lesson: Incorporating Financial Factors into SMART Goals. Activity: Expense Research
3	**Long-Term Thinking**	Setting Goals for the Future	Lesson: Long-Term vs. Short-Term Goals Activity: Future Aspirations Discussion
4	**Specific, Measurable, Actionable**	Making Goals Specific and Measurable	Lesson: The Importance of Specific and Measurable Goals. Activity: Goal Refinement
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: SMART Goal Creation and Evaluation

Unit 18: Fitness Plan

Unit Overview

In this lesson on "Creating a Fitness Plan," you will learn how success in physical fitness requires careful planning, dedication, and ongoing effort. A fitness plan is a structured schedule of physical activities and workouts tailored to improve your well-being, playing a vital role in your overall wellness journey. To get started, you'll be guided on how to create a weekly fitness plan aligned with your specific goals, emphasizing the importance of consistency. The lesson also covers how to build a comprehensive fitness plan, including exercises targeting various health- and skill-related fitness components. Additionally, you'll discover the significance of creating a workout schedule and tracking your progress through a fitness log to stay motivated and continuously improve your fitness levels.

SOL Standards

9.2.g. Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

9.3.a. Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.

9.3.c. Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness.

9.3.f. Use the scientific process to analyze and compare a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.

9.3.g. Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

9.5.d. Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness Plan**	Understanding Success in Fitness	Lesson: Exploring the importance of planning and commitment in achieving fitness goals. Activity: Setting personal fitness goals and discussing their significance.
2	**Building Your Fitness Plan**	Components of a Fitness Plan	Lesson: Identifying the key components of a fitness plan. Activity: Creating a sample weekly fitness plan incorporating different exercise types.
3	**Health and Skill Fitness**	Targeting Health- and Skill-Related Fitness Components	Lesson: Explaining the difference between health-related and skill-related fitness components. Activity: Choosing exercises to target specific fitness components.
4	**Creating a Schedule**	Planning Your Workout Schedule	Lesson: Demonstrating the process of creating a workout schedule. Activity: Crafting a personalized workout schedule, considering frequency, duration, and exercise variety.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating students' understanding of fitness planning concepts through a unit assessment.

Virtual Learning Academy

Physical Education 10

Unit 1: Introduction to Physical Education

Unit Overview

The "Introduction to Physical Education" course is designed to help students become more active and improve their physical fitness. Throughout the course, students are required to engage in physical activities for fifty minutes on three days in each unit, which includes warm-ups, activities, and cool-downs. They can choose to increase the frequency and duration of these activities and maintain a log of their progress. In addition to physical activity, students will learn about various aspects of fitness and a healthy lifestyle, including setting goals, proper workout attire, hydration, and dietary choices. They will also assess their fitness levels and strive for improvement. The course aligns with Ohio Physical Education Standards and includes presentation videos or PowerPoints as part of the assessment. To begin, students are encouraged to set realistic fitness goals, and various tips and methods are provided. Safety and proper exercise procedures are emphasized throughout the course, with recommendations for clothing, hydration, and consultation with a physician before starting any exercise program.

SOL Standards

10.2.d. Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.

10.2.e. Explain and demonstrate ergonomically correct form in strength and conditioning activities.

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.c. Identify fitness needs to prevent health concerns in the present and into the future.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.5.a. Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.

Day	Section	Key Concept	Lesson/Activity
1	**Getting Started**	Setting Fitness Goals	Lesson: Introduction to setting fitness goals and their importance. Activity: Discussion on establishing realistic fitness goals.
2	**Phases of Exercise**	Warm-Up and Stretching	Lesson: Understanding the significance of warm-up and stretching in exercise. Activity: Practicing warm-up and stretching routines.
3	**Phases of Exercise**	Exercise Activity	Lesson: Guidance on appropriate clothing and safety gear for exercise. Activity: Engaging in chosen exercise activities.
4	**Phases of Exercise**	Cool Down	Lesson: The importance of cooling down after exercise. Activity: Cooling down routines and stretching exercises.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of knowledge gained throughout the unit, including setting fitness goals, warm-up, exercise activities, and cool down.

Unit 2: Benefits of Physical Activity

Unit Overview

In the lesson titled "Benefits of Physical Activity," students will explore the various advantages of regular physical activity in a holistic manner. The lesson covers the science behind how physical activity positively impacts physical, mental, social, and academic aspects of our lives. It introduces different types of activities, including aerobic, muscle-strengthening, and bone-strengthening activities, each with its unique benefits. Examples of activities are provided, ranging from running and swimming to push-ups and wall climbing. The lesson emphasizes the importance of incorporating these activities into one's daily routine for overall health. It highlights that physical activity can strengthen bones, reduce the risk of heart disease and diabetes, and should be enjoyable. Furthermore, it discusses how physical activity can improve academic performance, focus, and concentration while also enhancing mood and general well-being. The importance of physical activity in fostering social interactions with family and friends is also emphasized. Lastly, the lesson mentions the "NFL Play 60" program and offers tips for parents and guardians to encourage physical activity at home. Overall, the lesson underscores the multifaceted benefits of daily physical activity for individuals' physical, mental, and social well-being.

SOL Standards

10.2.a. Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.e. Describe components of health-related fitness in relation to one career goal.

10.3.h. Design and implement a program for strength and conditioning.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

Day	Section	Key Concept	Lesson/Activity
1	**What's Your Game Plan?**	Understanding Physical Activity	Lesson: Introduction to the benefits of physical activity. Activity: Discussion on the importance of physical activity and its categories
2	**What's Your Game Plan?**	Types of Physical Activity	Lesson: Exploring different types of physical activities. Activity: Identifying and categorizing various physical activities
3	**What's Your Game Plan?**	Benefits of Aerobic Activity	Lesson: Understanding the benefits of aerobic activities. Activity: Engaging in a brief aerobic activity and discussing its effects
4	**What's Your Game Plan?**	Muscle-Strengthening and Bone-Strengthening Activities	Lesson: Exploring the advantages of muscle-strengthening and bone-strengthening activities. Activity: Trying out muscle-strengthening exercises and bone-strengthening activities
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluating students' understanding of the benefits and types of physical activity through a quiz and discussion

Unit 3: Fitness Principles

Unit Overview

In the lesson on Fitness Principles, students are introduced to key vocabulary and the various components of fitness. The lesson begins with an explanation of three levels of physical activity intensity, ranging from lifestyle activities to vigorous exercises, each offering specific health benefits. It then delves into the Health Components of Fitness, including aerobic endurance, muscular strength, muscular endurance, flexibility, and body composition. Additionally, the Skill Components of Fitness, such as agility, balance, coordination, power, speed, and reaction time, are outlined. The lesson also covers the FITT principles (Frequency, Intensity, Time, and Type) as an exercise prescription for achieving fitness goals, with specific recommendations for different fitness components. Overall, this lesson provides a comprehensive overview of fitness principles, from activity levels to specific fitness components and exercise prescription.

SOL Standards

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.e. Describe components of health-related fitness in relation to one career goal.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness Principles**	Levels of Physical Activity	Lesson: Introduction to the importance of fitness components. Activity: Discuss and define Lifestyle Physical Activity.
2	**Fitness Components**	Health Components of Fitness	Lesson: Explore the Health Components of Fitness, including aerobic endurance and muscular strength. Activity: Fitness testing for aerobic endurance.
3	**Fitness Components**	Skill Components of Fitness	Lesson: Dive into the Skill Components of Fitness like agility and coordination. Activity: Skill-based exercises and drills.
4	**FITT Principles**	Understanding FITT Principles	Lesson: Explanation of FITT (Frequency, Intensity, Time, Type) and its application. Activity: Creating personal FITT plans.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive evaluation of fitness principles, including components and FITT application.

Unit 4: Powering Your Body with Exercise

Unit Overview

In the lesson "Powering Your Body with Exercise," students learn about the significant benefits of regular physical activity. It emphasizes that exercise goes beyond preventing laziness and transforms both body and mind. The unit explores key ideas, including the importance of regular physical activity for health, its positive impact on both physical and mental well-being, and the physiological changes that occur during exercise. The lesson further breaks down four types of physical activities: aerobic, muscle-strengthening, bone-strengthening, and stretching exercises. It delves into how the body responds to exercise, highlighting increased oxygen flow, heat elimination, and the removal of metabolic waste. Additionally, the lesson explains the role of mitochondria in converting food into energy and how exercise enhances their efficiency by improving oxygen supply through elastic blood vessels and deeper breathing, ultimately strengthening muscles, heart, and lungs for better overall body function.

SOL Standards

10.1.a. Demonstrate skill attainment in one or more lifetime activities.

10.1.b. Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

10.2.a. Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.

10.2.b. Analyze movement activities for component skills and movement patterns for one or more lifetime activities.

10.3.d. Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

Day	Section	Key Concept	Lesson/Activity
1	**Fit for Life**	The Importance of Exercise for Health	Lesson: Introduction to the importance of exercise for health. Activity: Discuss and share personal experiences related to exercise and its impact on well-being.
2	**A Menu with Something for Everyone**	Types of Physical Activities	Lesson: Explanation of the four basic types of physical activities: aerobic, muscle-strengthening, bone-strengthening, and stretching exercises. Activity: Classify various physical activities into the four categories and discuss their benefits.
3	**How the Body Responds to Exercise**	Physiological Changes During Exercise	Lesson: Explore the physiological changes that occur in the body during exercise, such as increased oxygen flow, heat elimination, and waste removal. Activity: Watch videos and discuss the effects of exercise on the body.
4	**How the Body Responds to Exercise**	Role of Mitochondria in Energy Production	Lesson: Explain how mitochondria generate energy during exercise and their adaptation to exercise. Activity: Illustrate the role of mitochondria in energy production using diagrams and animations.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit assessment to evaluate understanding of key concepts, including the benefits of exercise, types of physical activities, and the physiological changes during exercise.

Unit 5: Nutrition: What Your Body Needs

Unit Overview

In the lesson titled "Nutrition: What Your Body Needs," students learn about the importance of good nutrition for a healthy lifestyle. The lesson covers key vocabulary related to nutrition and emphasizes that what you eat plays a crucial role in providing your body with the energy and nutrients it needs to function and grow. It highlights three major takeaways: the significance of food as an energy source and nutrient provider, the importance of choosing the right foods for optimal nutrition, and the potential negative consequences of poor eating habits, including the risk of disease. The lesson also explores the relationship between nutrition and diabetes, featuring individuals with diabetes who manage their condition through careful food choices. Additionally, it delves into the "Fantastic Four" nutrients essential for the body: carbohydrates, fats, proteins, and fiber. Finally, the lesson discusses digestion, offering tips for improving digestion through a diet rich in fruits, vegetables, and whole grains while cautioning against processed foods and excessive salt intake.

SOL Standards

10.3.h. Describe the relationship between the endocrine system and the body's metabolic response to short- and long-term physical activity.

10.5.c. Evaluate current caloric expenditure and intake needs.

10.5.e. Evaluate the caloric intake needs for before, during, and after a variety of lifetime activities.

10.5.f. Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.

Day	Section	Key Concept	Lesson/Activity
1	**Good Nutrition**	Importance of Good Nutrition	Lesson: Introduction to the importance of good nutrition and its impact on health. Activity: Discussion on food choices and their effects.
2	**Diabetes**	Nutrition and Diabetes	Lesson: Understanding the relationship between nutrition and diabetes. Activity: Watching videos of individuals managing diabetes.
3	**The Fantastic Four**	Essential Nutrients	Lesson: Exploring the four essential nutrients - Carbohydrates, Fats, Proteins, and Fiber. Activity: Identifying nutrient-rich foods.
4	**Breaking It Down**	Importance of Digestion	Lesson: Understanding the process of digestion and its role in nutrient absorption. Activity: Tips for improving digestion.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering all key concepts learned in the unit.

Unit 6: Keep Your Body in Motion

Unit Overview

In this lesson, titled "Keep Your Body in Motion," the focus is on the three main types of exercise: aerobic, anaerobic, and building muscles. Aerobic exercise involves activities that use oxygen to fuel the body for exercise, such as running and cycling, and it is known to increase endurance. Anaerobic exercise, on the other hand, relies on glucose for short, intense workloads and includes activities like strength training and sprinting, which boost power. Lastly, building muscle training, also known as resistance training, weight lifting, and bodybuilding, involves progressively heavier weights to maintain and enlarge muscles, ultimately increasing strength. Each type of exercise is explained in detail, including how to perform it, its benefits, and examples of exercises, along with how researchers measure improvements in each category.

SOL Standards

10.2.a. Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.

10.3.c. Identify fitness needs to prevent health concerns in the present and into the future.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

10.5.b. Evaluate current activity and intensity levels.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Exercise**	Three Types of Exercise	Lesson: Introduction to aerobic, anaerobic, and muscle-building exercises. Activity: Discussion on the importance of exercise and its different types.
2	**Aerobic Exercise**	Increasing Endurance	Lesson: In-depth exploration of aerobic exercises and their benefits. Activity: Group presentation on various aerobic exercises.
3	**Anaerobic Exercise**	Increasing Power	Lesson: Detailed explanation of anaerobic exercises and their effects on the body. Activity: Performing anaerobic exercises and measuring peak power.
4	**Building Muscle**	Increasing Strength	Lesson: Comprehensive overview of muscle-building exercises and their advantages. Activity: Practicing muscle-building exercises and assessing strength.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: A comprehensive test covering aerobic, anaerobic, and muscle-building exercises, their key concepts, and practical knowledge gained throughout the unit.

Unit 7: Healthier Me

Unit Overview

In the lesson titled "Healthier Me," students are introduced to the concept of building healthy and balanced meals by selecting foods from the five essential food groups: fruits, proteins, grains, vegetables, and dairy. The objective is to create well-balanced meals that earn enough health points to succeed. The lesson emphasizes the importance of eating healthy to feel good and have energy, with the recommendation of three balanced meals a day. Each food group is briefly described, highlighting their nutritional benefits and examples of foods within them. Section B of the lesson focuses on analyzing food while shopping, including checking nutrition labels for smart choices and avoiding unhealthy additives. The lesson also encourages staying hydrated with water and suggests replacing sugary sodas with seltzer water for a healthier alternative.

SOL Standards

10.5.c. Evaluate current caloric expenditure and intake needs.

10.5.e. Evaluate the caloric intake needs for before, during, and after a variety of lifetime activities.

10.5.f. Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.

Day	Section	Key Concept	Lesson/Activity
1	**Food Groups**	Understanding Food Groups	Lesson: Introduction to the five food groups and their importance in a healthy diet. Activity: Categorizing foods.
2	**Food Groups and Balanced Meals**	Creating Balanced Meals	Lesson: Exploring the concept of balanced meals and their role in staying healthy. Activity: Meal planning.
3	**Analyze Food**	Shopping for Healthy Foods	Lesson: Understanding nutrition labels and making informed choices while grocery shopping. Activity: Label analysis.
4	**Water and Healthy Choices**	Staying Hydrated and Making Healthier Beverage Choices	Lesson: Emphasizing the importance of hydration and making healthy beverage choices. Activity: Discussion and exploration.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive unit assessment evaluating understanding of food groups, balanced meals, labels, and choices.

Unit 8: Understanding Safety

Unit Overview

In this lesson on "Understanding Safety," the focus is on ensuring the safety of your fitness program. The lesson provides general guidelines for exercise, emphasizing the importance of warm-up and cool-down phases, learning proper techniques, staying hydrated, and choosing appropriate clothing and footwear. Individual factors like age, weight, current fitness level, disabilities, and special health concerns are considered when planning a fitness program. The lesson also introduces the concept of the FITT formula and emphasizes long-term commitment. In the second section, "Back Health," the lesson highlights the primary causes of lower back pain, including muscular weakness, improper posture, accidents, medical issues, and obesity. It emphasizes ways to reduce the risk of lower back pain, such as weight loss, strengthening and flexibility exercises, maintaining good posture, proper treatment, and seeking healthy workout routines. The lesson underlines the importance of safety and well-being in fitness and back health.

SOL Standards

10.1.c. Identify and demonstrate movement activities in each plane of motion (frontal, sagittal, and transverse) and activities that occur in multiple planes.

10.1.d. Demonstrate appropriate and proper use of equipment in one or more lifetime activities.

10.2.c. Identify and explain the relationship of opposing muscle groups (agonist/antagonist).

10.2.d. Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.

10.2.e. Explain and demonstrate ergonomically correct form in strength and conditioning activities.

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.5.g. Explain the potential consequences of energy imbalance (e.g., over-exercising, under-eating, overeating, sedentary lifestyle).

Day	Section	Key Concept	Lesson/Activity
1	**Exercise Safely**	Importance of Safety in Fitness Programs	Lesson: Introduction to safety guidelines for exercise programs. Activity: Warm-up and cool-down exercises demonstration.
2	**Exercise Safely**	Individual Factors in Fitness Programs	Lesson: Understanding how age, weight, fitness level, disabilities, and health concerns affect fitness programs. Activity: Group discussion on individual fitness considerations.
3	**Exercise Safely**	Planning and Commitment in Fitness	Lesson: Introduction to the FITT formula for planning workouts. Activity: Group workout planning based on FITT formula.
4	**Back Health**	Causes of Lower Back Pain	Lesson: Identifying primary causes of lower back pain. Activity: Case studies on individuals with lower back pain causes.
5	**Unit Assessment**	Synthesis of Safety and Back Health Concepts	Assessment: Unit assessment to evaluate understanding of safety guidelines and back health principles.

Unit 9: Managing Stress

Unit Overview

In the lesson on "Managing Stress," stress is defined as a physical, social, or psychological event that disrupts the body's normal state, triggering the fight-or-flight response. Stress can be a signal that something in your life needs to change, but it's important to recognize that our bodies can overreact to even minor anxiety. The lesson distinguishes between positive stress (eustress), which motivates personal growth, and negative stress (distress), which can be harmful. Various factors like school, money, friends, and the future contribute to stress levels, affecting the body, mind, and spirit. The General Adaptation Syndrome, consisting of three stages (alarm, resistance, exhaustion), is discussed, along with coping mechanisms such as exercise, sleep, meditation, and talking to trusted individuals to manage stress effectively.

SOL Standards

10.3.c. Identify fitness needs to prevent health concerns in the present and into the future.

10.4.f. Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

10.5.a. Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.

10.5.d. Evaluate current sleep needs.

Day	Section	Key Concept	Lesson/Activity
1	**What is Stress?**	Understanding Stress and Fight-or-Flight	Lesson: Introduction to stress as a disruption to the body. Activity: Discussing fight-or-flight response and its role.
2	**Types of Stress**	Positive and Negative Stress Types	Lesson: Differentiating between positive (eustress) and negative (distress) stress. Activity: Identifying stressors in daily life.
3	**General Adaptation Syndrome**	Stages of Stress Response (GAS)	Lesson: Exploring General Adaptation Syndrome (GAS) with its stages. Activity: Discussing coping mechanisms for stress.
4	**Coping Mechanisms**	Strategies to Manage Stress	Lesson: Covering various coping mechanisms like exercise, meditation, and talking to trusted individuals. Activity: Practicing relaxation techniques.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding of stress concepts and coping strategies.

Unit 10: Emotional Well-being through Mind-Body Exercises

Unit Overview

The lesson titled "Emotional Well-being through Mind-Body Exercises" introduces the importance of effective communication in physical activities, the significance of building relationships in sports, the need to overcome prejudices in physical settings, the richness of cultural diversity in fitness, and the positive impact of physical activities on mental well-being. It emphasizes how communication, teamwork, and conflict resolution play crucial roles in sports, encourages inclusivity and respect in diverse settings, promotes the exploration of various fitness forms from different cultures, and highlights the mental wellness benefits of mind-body exercises like Yoga and Tai Chi.

SOL Standards

10.4.a. Explain the importance of and demonstrate effective communication skills in physical activity settings.

10.4.b. Explain the importance of and apply relationship and conflict resolution skills and social awareness for current and future health and fitness.

10.4.c. Identify and avoid prejudices and biases in physical activity settings.

10.4.d. Explain the importance of understanding cultural diversity for personal health and fitness.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

10.4.h. Identify ways to promote equity and inclusion and embrace diversity in a physical activity setting.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Importance of Effective Communication	Lesson: Introduction to the unit and the significance of communication in sports and fitness. Activity: Discussion on the role of communication in daily life and its application in sports.
2	**Effective Communication**	Communication in Sports and Fitness	Lesson: Understanding the essence of communication in physical activities. Activity: Team-building exercises to practice effective communication skills.
3	**Building and Nurturing Relationships in Sports**	Conflict Resolution and Team Dynamics	Lesson: Exploring the importance of resolving conflicts and building relationships in sports. Activity: Role-playing scenarios to practice conflict resolution and teamwork.
4	**Overcoming Prejudices in Physical Settings**	Promoting Inclusivity and Fairness	Lesson: Discussing the need to overcome biases and promote inclusivity in physical activities. Activity: Group discussions on recognizing and addressing personal biases.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Evaluate students' understanding of effective communication, conflict resolution, inclusivity, and the impact of biases in physical settings.

Unit 11: Mastering Movement: From Science to Skill

Unit Overview

The lesson titled "Mastering Movement: From Science to Skill" introduces the concept of motor skill development. It delves into the science behind various physical movements, including exercise physiology, biomechanics, and anatomy. By exploring how our bodies respond to physical activity, the lesson emphasizes the importance of understanding these principles to optimize performance, reduce the risk of injuries, and enhance skill attainment in lifetime activities. It also highlights the significance of using equipment correctly for safety and improved performance. Overall, the lesson underscores that our physical activities are a blend of science, skill, and practice, and by applying scientific knowledge, we can enjoy them more fully and safely throughout our lives.

SOL Standards

10.1.a. Demonstrate skill attainment in one or more lifetime activities.

10.1.b. Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

10.1.c. Identify and demonstrate movement activities in each plane of motion (frontal, sagittal, and transverse) and activities that occur in multiple planes.

10.1.d. Demonstrate appropriate and proper use of equipment in one or more lifetime activities.

10.2.b. Analyze movement activities for component skills and movement patterns for one or more lifetime activities.

10.2.c. Identify and explain the relationship of opposing muscle groups (agonist/antagonist).

10.2.d. Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.

10.2.e. Explain and demonstrate ergonomically correct form in strength and conditioning activities.

10.3.d. Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Body Movement	Lesson: Introduction to motor skill development and the science behind movement. Activity: Reflect on personal experiences with physical activities.
2	**Exercise Physiology in Action**	Exercise Response and Adaptation	Lesson: Explore exercise physiology and how the body responds to physical activity. Activity: Analyze heart rate and muscle contraction during exercise.
3	**Biomechanics: The Physics of Movement**	Forces and Movement	Lesson: Understand biomechanics and how forces affect body movement. Activity: Experiment with balance and force in various movements.
4	**Anatomy: The Body's Blueprint**	Understanding Body Structure	Lesson: Explore the anatomy of muscles, bones, and joints and their role in movement. Activity: Identify body movements in different planes.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate knowledge of exercise physiology, biomechanics, and anatomy in the context of movement.

Unit 12: Anatomy of Motion: From Muscle Fibers to Movement Patterns

Unit Overview

The lesson titled "Anatomy of Motion: From Muscle Fibers to Movement Patterns" provides a comprehensive overview of the mechanics and biology behind human movement. It explores the principles of biomechanics and anatomy to uncover how our bodies efficiently engage in various activities, delving into the secrets of muscle fibers and the essence of movement patterns. The lesson discusses the energy needs and muscle fiber types involved in different physical activities, breaks down complex movement patterns into component skills, explains the interplay between agonist and antagonist muscles, emphasizes the importance of ergonomically correct movement to prevent injuries, and highlights the significance of maintaining the right form in strength and conditioning exercises. Ultimately, it underscores how understanding these principles allows us to navigate a lifetime of activities with proficiency, efficiency, and joy.

SOL Standards

10.1.a. Demonstrate skill attainment in one or more lifetime activities.

10.1.b. Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

10.1.c. Identify and demonstrate movement activities in each plane of motion (frontal, sagittal, and transverse) and activities that occur in multiple planes.

10.2.b. Analyze movement activities for component skills and movement patterns for one or more lifetime activities.

10.2.c. Identify and explain the relationship of opposing muscle groups (agonist/antagonist).

10.2.d. Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.

10.2.e. Explain and demonstrate ergonomically correct form in strength and conditioning activities.

10.3.d. Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Understanding Body Mechanics	Lesson: Introduction to the unit, highlighting the importance of biomechanics and anatomy in human movement. Activity: Group discussion on everyday movements and their mechanics.
2	**Energy Needs and Muscle Fibers**	Muscle Fiber Types and Energy Systems	Lesson: Explanation of fast-twitch and slow-twitch muscle fibers and anaerobic and aerobic energy systems. Activity: Demonstrations of quick bursts vs. sustained energy exercises.
3	**Breaking Down Movement Patterns**	Component Skills and Movement Patterns	Lesson: Breaking down various physical activities into component skills and movement patterns. Activity: Students practice specific skills related to different sports and dances.
4	**The Dance of Opposing Muscles**	Agonist and Antagonist Muscles	Lesson: Understanding the role of agonist and antagonist muscles in producing movement. Activity: Identifying and labeling agonist-antagonist pairs in common exercises.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Comprehensive assessment covering biomechanics, muscle fibers, movement patterns, and muscle pairs.

Unit 13: Tuning Into Your Body: RPE in Action

Unit Overview

In the lesson titled "Tuning Into Your Body: RPE in Action," the focus is on establishing a long-term approach to fitness and well-being. It emphasizes the importance of tailoring fitness plans to individual goals and life stages, encompassing aspects like cardiovascular endurance, muscular strength, flexibility, and relaxation techniques. The lesson also highlights the significance of smart consumerism in the fitness market, encouraging individuals to evaluate products and services based on quality, cost, reviews, purpose, safety, brand reputation, and warranty/return policies. Additionally, it underscores the connection between proactive health choices and fitness, addressing potential health concerns through exercise. The lesson acknowledges the relevance of job-specific fitness needs, tailoring routines to career goals. Lastly, it introduces the Rate of Perceived Exertion (RPE) as a valuable tool for gauging workout intensity, emphasizing the importance of listening to one's body for a safe and effective fitness journey. Overall, the lesson promotes a holistic and informed approach to fitness and well-being that spans from the present to the future.

SOL Standards

10.2.a. Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.b. Identify key factors an informed fitness consumer must evaluate to make critical and effective decisions when purchasing fitness products and/or services.

10.3.e. Describe components of health-related fitness in relation to one career goal.

10.3.h. Design and implement a program for strength and conditioning.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Establishing a Lifelong Fitness Journey	Lesson: Understanding the fundamentals of fitness planning. Activity: Exploring personal fitness goals and needs.
2	**Crafting Your Fitness Roadmap**	Tailoring Fitness Plans	Lesson: Designing fitness and activity plans based on individual goals and life stages. Activity: Creating a personalized fitness plan.
3	**Smart Fitness Consumerism**	Informed Fitness Choices	Lesson: Evaluating fitness products and services based on quality, cost, and reviews. Activity: Researching and comparing fitness-related purchases.
4	**Proactive Health Choices**	Connecting Fitness to Health	Lesson: Recognizing potential health concerns addressed through exercise. Activity: Identifying fitness needs related to health concerns.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of understanding and application of fitness planning, consumerism, health choices, and RPE in fitness.

Unit 14: Healthy Eating and Active Living

Unit Overview

The lesson on "Healthy Eating and Active Living" introduces students to the importance of nutrition and physical activity in overall well-being. The unit is divided into several sections, starting with an introduction that emphasizes the role of personal choices in health. It covers topics such as fueling the body, healthy eating, staying active, the importance of sleep, building healthy habits, and planning meals and activities. Section A delves into nutrition for health, explaining the concept of energy balance and the importance of essential vitamins and minerals. Section B discusses weight management during the teenage years, including metabolism and the use of Body Mass Index (BMI) as a tool. Section C addresses body image, eating disorders, and lifelong nutrition, emphasizing the need for understanding and support. Finally, Section D focuses on physical activity for kids, highlighting its benefits, the three pillars of fitness, and the challenge of a sedentary lifestyle. The lesson encourages students to make informed choices about their health and well-being throughout their lives.

SOL Standards

10.3.c. Identify fitness needs to prevent health concerns in the present and into the future.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

10.5.a. Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.

10.5.c. Evaluate current caloric expenditure and intake needs.

10.5.e. Evaluate the caloric intake needs for before, during, and after a variety of lifetime activities.

10.5.f. Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.

10.5.g. Explain the potential consequences of energy imbalance (e.g., over-exercising, under-eating, overeating, sedentary lifestyle).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Importance of Personal Choices	Lesson: Introduce the unit and emphasize the role of choices in health. Activity: Group discussion on personal choices for health.
2	**Nutrition for Health**	Energy Balance and Essential Nutrients	Lesson: Explain energy balance and the importance of essential vitamins and minerals. Activity: Analyze sample nutrition labels.
3	**Manage Weight**	Metabolism and BMI	Lesson: Discuss metabolism and how it changes during growth. Introduce BMI. Activity: Calculate BMI using provided tools.
4	**Eating Disorders and Nutrition**	Body Image, Eating Disorders, Support	Lesson: Explore body image and eating disorders, emphasizing support. Activity: Role-play scenarios related to eating disorders.
5	**Unit Assessment**	Synthesis of Unit Concepts	Unit Assessment: Test students' knowledge of key concepts from all sections.

Unit 15: Fitness Throughout Life

Unit Overview

The lesson titled "Fitness Throughout Life" emphasizes the lifelong significance of staying active. It discusses the importance of physical activity for adults aged 18 to 64, highlighting both aerobic and muscle-strengthening activities as essential components of a healthy lifestyle. Key guidelines for adults are provided, including the recommendation of at least 150 minutes of moderate-intensity aerobic activity per week. The lesson also explores the benefits of physical activity, such as reducing the risk of chronic diseases. It emphasizes the importance of consistency, intensity, and understanding the different types of activities. Muscle-strengthening activities are discussed, emphasizing their role in enhancing bone and muscle fitness. The lesson concludes by encouraging individuals of all ages to prioritize physical activity for a healthier future and a balanced life. Additionally, it touches on the government's initiatives and steps stakeholders can take to promote active living, making it a collaborative effort. Finally, it briefly mentions the science of biomechanics in understanding human movement and highlights the link between social awareness, conflict resolution, and overall health and fitness, emphasizing the importance of nurturing relationship skills and empathy alongside physical fitness.

SOL Standards

10.1.a. Demonstrate skill attainment in one or more lifetime activities.

10.1.b. Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.

10.2.a. Explain how the body responds to energy needs for anaerobic and aerobic activities, including fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration.

10.2.b. Analyze movement activities for component skills and movement patterns for one or more lifetime activities.

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.d. Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.

10.3.e. Describe components of health-related fitness in relation to one career goal.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

10.4.b. Explain the importance of and apply relationship and conflict resolution skills and social awareness for current and future health and fitness.

10.4.d. Explain the importance of understanding cultural diversity for personal health and fitness.

10.4.g. Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).

10.4.h. Identify ways to promote equity and inclusion and embrace diversity in a physical activity setting.

Day	Section	Key Concept	Lesson/Activity
1	**The Lifelong Significance of Staying Active**	Importance of Physical Activity	Lesson: Introduction to the lifelong significance of staying active. Activity: Discussing the benefits of physical activity
2	**Aerobic Activities**	Types of Aerobic Activities	Lesson: Exploring aerobic activities and their impact. Activity: Identifying and trying out various aerobic activities
3	**Key Guidelines for Adults**	Guidelines for Physical Activity	Lesson: Understanding the recommended guidelines for adults. Activity: Setting personal physical activity goals
4	**Muscle-Strengthening Activities**	Benefits of Muscle Strengthening	Lesson: Exploring muscle-strengthening activities and their benefits. Activity: Demonstrating muscle-strengthening exercises
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Unit Assessment - Evaluating knowledge and understanding of fitness concepts

Unit 16: Navigating Consumer Decisions

Unit Overview

The lesson "Navigating Consumer Decisions" provides valuable insights into understanding and making informed consumer choices. Section A emphasizes the importance of comprehending the influences behind buying decisions, ranging from peer pressure to advertising, and how these factors shape our choices. It encourages individuals, particularly teenagers in a vibrant consumer market, to equip themselves with knowledge to make smarter decisions. Section B delves into the issue of false advertising, warning against deceptive tactics used by some advertisers and the significance of being vigilant. Section C offers guidance on assessing the trustworthiness of online stores and health and fitness information found on websites. Lastly, Section D underscores the significance of appropriate behaviors and social skills in physical activity settings, highlighting the value of teamwork, leadership, problem-solving, and effective communication in both sports and life. Overall, this lesson equips individuals with essential tools to navigate the complexities of consumer decision-making and promotes responsible and informed choices in various aspects of life.

SOL Standards

10.3.b. Identify key factors an informed fitness consumer must evaluate to make critical and effective decisions when purchasing fitness products and/or services.

10.4.a. Explain the importance of and demonstrate effective communication skills in physical activity settings.

10.4.b. Explain the importance of and apply relationship and conflict resolution skills and social awareness for current and future health and fitness.

Day	Section	Key Concept	Lesson/Activity
1	**Buying Decisions**	Understanding Buying Influences	Lesson: Introduction to buying influences. Activity: Discussion on personal buying experiences
2	**Buying Decisions**	Making Wise Choices	Lesson: Exploring choices and values. Activity: Analyzing recent purchases and their influences
3	**Buying Decisions**	Influences on Buying Decisions	Lesson: Understanding peer, habit, and advertising influences. Activity: Identifying these influences in ads
4	**Buying Decisions**	Challenge	Lesson: Reflecting on recent purchases and their influences. Activity: Setting guidelines for future purchases
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate buying decisions and influences, and apply knowledge to hypothetical scenarios

Unit 17: Creating a Fitness Plan

Unit Overview

In the lesson titled "Creating a Fitness Plan," the focus is on achieving success in physical fitness through careful planning, dedication, and perseverance. The lesson emphasizes the importance of building a quality fitness plan, which serves as a schedule of physical activities and workouts designed to enhance one's physical well-being. This fitness plan plays a crucial role in guiding efforts towards fitness goals and improving physical literacy. The lesson provides guidance on getting started by creating a weekly fitness plan tailored to individual goals, incorporating exercises that target specific fitness components, including health and skill-related aspects. It also encourages the use of a calendar or planner to schedule workouts and the maintenance of a fitness log to track progress, including feelings, exercise reps, and areas for improvement.

SOL Standards

10.3.a. Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.

10.3.e. Describe components of health-related fitness in relation to one career goal.

10.3.g. Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

10.3.h. Design and implement a program for strength and conditioning.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Fitness Planning**	The Importance of Fitness Planning	Lesson: Understanding the significance of fitness planning. Activity: Discussion on personal fitness goals and the need for planning.
2	**Building a Quality Fitness Plan**	Components of a Fitness Plan	Lesson: Identifying the elements of a quality fitness plan. Activity: Creating a sample fitness plan for a specific fitness goal.
3	**Health and Skill-Related Fitness**	Differentiating Health and Skill Components	Lesson: Understanding the distinction between health-related and skill-related fitness components. Activity: Identifying exercises for each type of fitness component.
4	**Creating a Workout Schedule**	Scheduling and Commitment	Lesson: Learning how to schedule workouts effectively. Activity: Using a calendar app to plan a weekly workout schedule.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluation of students' understanding of fitness planning concepts, including goal setting, component selection, and scheduling. Review and discussion of assessment results.

Unit 18: Exam

Unit Overview

In VA PE 10, the concluding unit of the course focuses on exam and evaluation. This unit comprises three main sections: Section A involves exploring and reviewing course-related terms in a Google Slide; Section B guides students through a self-evaluation process, emphasizing the importance of understanding activity levels, caloric intake and expenditure, and sleep needs for maintaining a balanced lifestyle; and Section C introduces options for completing weekly activity logs over nine weeks, encouraging students to stay active and seek guidance from their teacher when needed to ensure a comprehensive understanding of physical fitness and well-being.

SOL Standards

All Health Education Standards of Learning for Virginia Public Schools from Units 1-17 will be covered on the final exam.

10.3.c. Identify fitness needs to prevent health concerns in the present and into the future.

10.5.a. Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.

10.5.b. Evaluate current activity and intensity levels.

10.5.d. Evaluate current sleep needs.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Exploring Course Objectives	Lesson: Understanding the Course Objectives. Activity: Reviewing terms in a Google Slide based on objectives
2	**Section B - Self-Evaluation**	Evaluating Activity Levels and Habits	Lesson: Understanding the Importance of Activity Levels. Activity: Self-evaluation of exercise habits and calories
3	**Section B - Self-Evaluation**	Evaluating Caloric Expenditure and Intake Needs	Lesson: Caloric Balance and Health. Activity: Tracking calories consumed and burned
4	**Section B - Self-Evaluation**	Evaluating Sleep Needs	Lesson: Importance of Sleep for Well-Being. Activity: Monitoring sleep patterns and quality
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Unit Activity Log and Reflection

Computer Science Foundations

Unit 1: Computer Science Foundations

Unit Overview

In the "Computer Science Foundations" course, students will explore various aspects of the digital realm, starting with an emphasis on digital responsibility and informed online citizenship. The course covers fundamental topics such as the operation of computers, network structures, the essence of the Internet, online security, data interpretation, and introductory programming concepts. The main unit concepts include Digital Responsibility & Citizenship, Computing Systems, Coding Fundamentals, and Web Research. The Digital Responsibility unit specifically addresses distractions in the digital age and the importance of cultivating habits like respect, right use, and responsibility for successful online learning. The three R's serve as a foundation for navigating through digital distractions and maximizing the learning experience. Interactive tasks involve logging into the module, watching an interactive video, reading unit transcripts, signing an Online Learning Agreement, and completing unit questions to ensure an optimal learning experience. Students are encouraged to provide feedback to refine future course offerings, and support is available through the messaging system for any questions or clarifications.

SOL Standard

CSF.4. The student will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology and addressing.

CSF.6. The student will give examples of ways to protect sensitive data (assets) from malware and other computer attacks and evaluate them according to multiple criteria.

CSF.7. The student will explain typical tradeoffs between usability and security and recommend security measures in a given scenario based on these (or other) tradeoffs.

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Digital Responsibility**	Respect, Right Use, and Responsibility	Lesson: Understanding the Three R's of Digital Learning. Activity: Discussion on the importance of respect, right use, and responsibility in the digital realm.
2	**Distractions in the Digital Age**	Cultivating Focused Learning Habits	Lesson: Recognizing and Managing Digital Distractions. Activity: Practical tips and exercises to cultivate habits for focused and successful online learning.
3	**Digital Platforms in the Classroom**	Seamless Knowledge Transfer	Lesson: Maximizing Learning through Digital Platforms. Activity: Exploring the benefits of digital platforms in education and how to use them effectively.
4	**Discipline with Digital Tools**	Enhancing Learning Experience	Lesson: Balancing Digital Tools for Effective Learning.

			Activity: Discussing the disciplined use of digital tools to enhance, not disrupt, the learning process.
5	**Unit Assessment**	Synthesis of Digital Responsibility	Description: Unit assessment covering concepts of respect, right use, and responsibility in the digital age

Unit 2: Digital Literacy

Unit Overview

In this comprehensive unit on our digital world, learners embark on a journey to understand the transformative impact of technology on society, jobs, and access. The exploration begins with a reflection on the evolution of technology, contrasting the present ubiquity of digital tools with a time when only big companies or wealthy individuals possessed cutting-edge gadgets. The unit delves into the dual effects of technology on society, emphasizing both its positive aspects, such as global communication and medical advancements, and its drawbacks, including sedentary lifestyles and environmental pollution. An essential focus is on the "digital divide," acknowledging the worldwide gap in technology access. The unit also addresses the ethical use of digital resources, covering software licenses, trustworthy websites, and the principles of intellectual property. By introducing concepts like fair use, public domain, plagiarism, and piracy, the unit equips learners with the knowledge to navigate the digital landscape responsibly. Interactive tasks further reinforce these concepts, ensuring a well-rounded understanding of the digital realm and fostering digital citizenship.

SOL Standard

CSP.14. The student will evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society, including the impacts of cloud computing.

EL.a.h. Students articulate and set personal learning goals, develop strategies, advocate for the appropriate technologies needed to achieve them, and reflect on the learning process itself to improve learning outcomes.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

EL.C.h. Students seek feedback from people and staff familiar with assistive technologies, and evaluate and use appropriate technologies for additional feedback to make changes to improve and demonstrate their learning.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

KC.C.h. Students locate, collect, and evaluate a variety of digital sources and organize resources into themes in ways that are coherent and shareable to multiple audiences.

KC.D.h. Students use knowledge, information skills, and digital resources and tools to engage in public conversation and/or debate real-world issues.

ID.A.h. Students autonomously select and use appropriate technologies in a design process to generate ideas, create, document, test, revise, and present innovative products or solve authentic problems.

ID.B.h. Students autonomously select and use appropriate technologies to plan and manage a design process that identifies design constraints and trade-offs and weighs risks.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

CT.D.h. Students evaluate a task to be automated and describe the technology used in the process.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.B.h. Students use multiple appropriate technologies to create new digital work or

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

Day	Section	Key Concept	Lesson/Activity
1	**How Technology Has Changed**	Impact of Technology on Society	Lesson: Exploring the Evolution of Technology. Activity: Discussing the positive and negative effects of technology on society and personal experiences.
2	**Technology at Work**	Pros and Cons of Technology in the Workplace	Lesson: Adapting to Technological Changes at Work. Activity: Analyzing the advantages and disadvantages of technology in the workplace.
3	**Understanding the Digital Divide**	Access to Technology	Lesson: Investigating the Global Digital Divide. Activity: Understanding the disparities in technology access worldwide and its implications.
4	**Ethical Use of Digital Resources**	Software Licenses and Researching for Slides	Lesson: Navigating Software Licenses and Research Ethics. Activity: Exploring different software licenses and applying the "DEAL" method to research.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Unit assessment covering concepts of intellectual property, fair use, public domain, plagiarism, and piracy.

Unit 3: Digital Communications

Unit Overview

In this unit focusing on the intricate dynamics of online interactions, learners are guided through the realms of "Personal Digital Communication" and "Workplace Digital Communication." In the first segment, individuals delve into responsible digital citizenship by critically examining six key questions before posting online. Addressing aspects like empathy, audience awareness, and legal considerations, participants gain insights into fostering considerate and respectful virtual environments. Transitioning to "Workplace Digital Communication," the emphasis shifts to navigating the professional use of digital tools. Learners assess how workplace policies and codes of conduct influence digital exchanges, discerning proper from improper online communication behaviors in a professional context. These lessons equip learners with a robust understanding of responsible and effective digital communication in both personal and professional spheres, emphasizing the importance of ethical conduct and adherence to workplace norms. Interactive tasks reinforce these concepts, ensuring a comprehensive grasp of responsible digital citizenship.

SOL Standard

CSF.22. The student will use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.

EL.a.h. Students articulate and set personal learning goals, develop strategies, advocate for the appropriate technologies needed to achieve them, and reflect on the learning process itself to improve learning outcomes.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

EL.C.h. Students seek feedback from people and staff familiar with assistive technologies, and evaluate and use appropriate technologies for additional feedback to make changes to improve and demonstrate their learning.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

KC.C.h. Students locate, collect, and evaluate a variety of digital sources and organize resources into themes in ways that are coherent and shareable to multiple audiences.

KC.D.h. Students use knowledge, information skills, and digital resources and tools to engage in public conversation and/or debate real-world issues.

ID.A.h. Students autonomously select and use appropriate technologies in a design process to generate ideas, create, document, test, revise, and present innovative products or solve authentic problems.

ID.B.h. Students autonomously select and use appropriate technologies to plan and manage a design process that identifies design constraints and trade-offs and weighs risks.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

CT.D.h. Students evaluate a task to be automated and describe the technology used in the process.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.B.h. Students use multiple appropriate technologies to create new digital work or repurpose/remix other digital work into new digital works to support a point of view.

CC.C.h. Students use design technologies to create and communicate various representations of a complex idea in a subject area.

CC.D.h. Students collaborate with available experts on final presentations, especially with the analysis and evaluation of how audiences receive or interpret content.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

GC.B.h. Students use collaborative technologies to work with others, including peers, experts, and online community members to gain global perspectives as they examine issues, problems, and opportunities.

GC.C.h. Students determine their role on a team and use project management tools to organize and monitor individual and group work and reflect on participation and completion of a common goal.

GC.D.h. Students use collaborative technologies to understand problems, investigate, and develop solutions related to local and global issues, and advocate for implementation of solutions.

Day	Section	Key Concept	Lesson/Activity
1	**Personal Digital Communication**	Responsible Digital Citizenship	Lesson: Ponder six vital questions before online posting. Activity: Judge scenarios, pinpoint applicable questions.
2	**Personal Digital Communication**	Consideration and Empathy in Posting	Lesson: Understand empathy, audience awareness, and virtual vs. reality in online communication. Activity: Apply criteria in different contexts.
3	**Workplace Digital Communication**	Transforming Workplace in Digital Age	Lesson: Explore digital tools' professional use. Assess workplace policies influencing digital exchanges. Activity: Distinguish proper vs. improper online communication behaviors in a job setting.
4	**Workplace Digital Communication**	Maintaining Proper Conduct in Workplace	Lesson: Identify improper behaviors in professional settings. Address personal emails, web browsing, job hunting, company chat, and social networking. Activity: Ensure a harmonious work environment by respecting digital conduct.

5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Engage in activities assessing responsible digital citizenship in personal and professional spheres. Submit Unit Questions for evaluation.

Unit 4: Cyberbullying & Cybersecurity

Unit Overview

In this comprehensive unit on online interactions and safety, students delve into the pervasive issues of cyberbullying and cybersecurity. The emergence of cyberbullying in the digital age is explored, highlighting its various forms such as hurtful messages, threats, spreading rumors, and the invasive practice of "doxxing." Students are equipped with strategies to handle cyberbullying responsibly, emphasizing non-retaliation, documentation, seeking support, and utilizing platform features like blocking and reporting. The unit delves into the significant rules established by schools, states, and federal entities to combat cyberbullying, illustrating the potential consequences ranging from detentions to legal penalties. Transitioning to cybersecurity, students learn essential measures to protect their personal information online, including the use of strong passwords, two-factor authentication, caution with unknown links, and regular software updates. The importance of awareness, kindness, and respect in fostering a safe online community is underscored, empowering students to navigate the digital landscape confidently. Interactive tasks involve watching and completing a video uniton cyberbullying, reading the corresponding transcript, and answering unit questions to reinforce understanding and promote responsible online behavior.

SOL Standard

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

CSP.5.The student will explain symmetric and asymmetric encryption as they pertain to messages being sent on a network.

CSP.13. The student will explain how computing has impacted innovations in other fields positively and negatively, and enables collaboration between a variety of people.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

Day	Section	Key Concept	Lesson/Activity
1	**Cyberbullying**	Understanding Cyberbullying	Lesson: Explore the emergence of cyberbullying, its forms, and the harm it can cause. Activity: Learn how to handle cyberbullying incidents, emphasizing non-retaliation, documentation, seeking support, and utilizing platform features like blocking and reporting.
2	**Cyberbullying**	Policies and Consequences	Lesson: Delve into school, state, and federal policies against cyberbullying. Understand the consequences and penalties based on the severity of the offense. Activity: Discuss the importance of respecting policies and laws to foster a safer online community.
3	**Cybersecurity**	Basics of Cybersecurity	Lesson: Explore cybersecurity measures, including strong passwords, two-factor authentication, cautious clicking on links, and regular software updates. Activity: Understand the significance of safeguarding personal information in the digital realm.
4	**Cybersecurity**	Navigating the Digital Landscape Safely	Lesson: Recognize the potential risks and pitfalls of the digital world. Emphasize the importance of awareness, kindness, and respect online. Activity: Reflect on positive online behaviors and ways to contribute to a safe and secure digital community.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Engage in activities assessing understanding of cyberbullying and cybersecurity concepts. Submit Unit Questions for evaluation.

Unit 5: Online Safety

Unit Overview

In this unit, students explore the critical concept of a "digital footprint" and its implications in the online realm. The analogy of footprints in the sand is used to illustrate how every online action contributes to a trail of data, showcasing one's digital history. The distinction between a digital footprint and a digital asset is elucidated, with the former representing online actions and the latter being specific content or property owned in the digital space. The unitemphasizes the permanence of digital footprints and the potential value of digital assets, urging students to be mindful of their online actions and belongings. Understanding the long-term impact of online posts, searches, and interactions, students are equipped with the knowledge to navigate the digital landscape responsibly, safeguard their personal information, and cultivate a positive online presence. The unit further extends to practical steps for protecting oneself online, covering aspects such as password strength, evaluating online threats, guarding against malware and hacking, protecting against identity theft, and staying safe on public networks. Interactive tasks include watching videos on digital footprints and online protection, reading unit transcripts, and completing unit questions to reinforce comprehension and promote responsible digital citizenship.

SOL Standard

CSF.5. The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

CSF.6. The student will give examples of ways to protect sensitive data (assets) from malware and other computer attacks and evaluate them according to multiple criteria.

CSF.7. The student will explain typical tradeoffs between usability and security and recommend security measures in a given scenario based on these (or other) tradeoffs.

CSF.23. The student will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

CSP.13. The student will explain how computing has impacted innovations in other fields positively and negatively, and enables collaboration between a variety of people.

CSP.16. The student will evaluate the social and economic implications of privacy in the context of safety, law or ethics.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

Day	Section	Key Concept	Lesson/Activity
1	**Digital Footprint**	What is a Digital Footprint?	Lesson: Understanding the concept of a "digital footprint" and distinguishing it from digital assets. Activity: Reflecting on personal online actions and their contribution to a digital footprint.
2	**Digital Footprint**	Digital Assets and Distinguishing	Lesson: Exploring digital assets and distinguishing between digital footprints and digital assets. Activity: Identifying and assessing personal digital assets.
3	**Digital Footprint and Protecting**	Assessing Long-Term Impact	Lesson: Assessing the long-term impact and importance of online posts, searches, and interactions. Activity: Analyzing the potential positive and negative implications of digital footprints.
4	**Protecting Yourself Online**	Password Strength and Evaluation	Lesson: Understanding the importance of strong passwords and evaluating online threats.

			Activity: Creating and assessing the strength of passwords for various accounts.
5	**Unit Assessment**	Applying Knowledge and Review	Assessment: Evaluate understanding by applying knowledge gained throughout the unit. Review: Summarize key concepts and reinforce learning from the entire unit.

Unit 6: Digital Citizenship Assessment

Unit Overview

In Unit 1: Computer Science Foundations, students embark on a comprehensive exploration of the digital realm with a focus on digital responsibility and informed online citizenship. The course covers fundamental topics such as computer operation, network structures, the Internet, online security, data interpretation, and introductory programming concepts. The Digital Responsibility unit addresses distractions in the digital age, emphasizing habits like respect, right use, and responsibility. Interactive tasks, including watching videos and completing unit questions, ensure an optimal learning experience. In Unit 2: Digital Literacy, learners delve into the transformative impact of technology on society, jobs, and access. The unit covers the evolution of technology, positive and negative effects, the "digital divide," and ethical use of digital resources. Interactive tasks reinforce concepts, fostering digital citizenship. Unit 3 focuses on Digital Communications, guiding learners through personal and workplace interactions. Emphasizing responsible citizenship, the unit addresses key questions before posting online and explores professional digital communication. Interactive tasks reinforce ethical conduct and workplace norms. In Unit 4, Cyberbullying & Cybersecurity, students tackle online safety issues, including cyberbullying and cybersecurity. Strategies for handling cyberbullying and measures for personal protection online are covered. The unit emphasizes the importance of awareness, kindness, and respect in fostering a safe online community. Interactive tasks involve video lessons, transcripts, and unit questions. Finally, Unit 5: Online Safety explores the concept of a "digital footprint" and its implications. Students learn about the permanence of digital footprints, the value of digital assets, and practical steps for protecting themselves online. Interactive tasks include watching videos, reading transcripts, and completing questions to reinforce comprehension and promote responsible digital citizenship.

SOL Standard

CSF.5. The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

CSP.14. The student will evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society, including the impacts of cloud computing.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.C.h. Students use design technologies to create and communicate various representations of a complex idea in a subject area.

CC.D.h. Students collaborate with available experts on final presentations, especially with the analysis and evaluation of how audiences receive or interpret content.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

GC.B.h. Students use collaborative technologies to work with others, including peers, experts, and online community members to gain global perspectives as they examine issues, problems, and opportunities.

Day	Section	Key Concept	Lesson/Activity
1	**Computer Science Foundations**	Digital Responsibility & Citizenship	Lesson: Introduction to Digital Responsibility & Citizenship Activity: Reflect on Digital Responsibility Habits
2	**Digital Literacy**	Evolution of Technology	Lesson: Reflecting on Technology Evolution Activity: Compare Digital Tools Then and Now
3	**Digital Communications**	Personal Digital Communication	Lesson: Responsible Personal Digital Communication. Activity: Analyzing Key Questions Before Posting Online
4	**Cyberbullying & Cybersecurity**	Cyberbullying & Consequences	Lesson: Understanding Cyberbullying & Consequences Activity: Strategies for Responsible Handling of Cyberbullying
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Comprehensive Review of Digital Responsibility, Literacy, Communications, and Cybersecurity Concepts Activity: Assessment Tasks and Questions

Unit 7: Computer Systems

Unit Overview

"Technology and Computers" provides a foundational understanding of technology and its evolution, emphasizing the broad definition of technology as encompassing tools, machines, techniques, and power sources. Delving into the historical perspective, it explores technology's impact on society from the Stone Age to contemporary electronic advancements. The unit not only defines computers as electronic devices for data processing but also highlights their ubiquity in various forms, emphasizing their indispensable role in modern life. Learners gain insights into the transformative impact of technology on daily routines, such as family dinnertime evolving with the advent of kitchen appliances. The unit concludes with a summary, ensuring that participants can articulate the definitions of technology and computers while recognizing their diverse forms, setting the stage for the upcoming exploration of how computers process information.

SOL Standard

CSF.1.b. Explore the relationship between hardware and software using the Internet of Things.

CSF.23. The student will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CSP.13. The student will explain how computing has impacted innovations in other fields positively and negatively, and enables collaboration between a variety of people.

CSP.16. The student will evaluate the social and economic implications of privacy in the context of safety, law or ethics.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

Day	Section	Key Concept	Lesson/Activity
1	**Technology and Computers**	Define technology, understand its history and impact, define computer, recognize computer forms	Lesson: Introduction to Technology and Computers Activity: Reflect on personal technology usage
2	**Information Processing**	Define hardware and software, explain input, processing, and output	Lesson: Understanding Computer Components Activity: Identify hardware and software components
3	**Data Storage**	Define data storage, identify short-term and long-term data storage, understand cloud storage	Lesson: Exploring Data Storage Activity: Compare short-term and long-term storage
4	**Data Storage Integration**	Apply concepts of data storage	Activity: Applying data storage concepts in real-world scenarios
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate overall understanding of technology, computers, information processing, and storage

Unit 8: Information Processing

Unit Overview

"Information Processing," equips learners with fundamental knowledge essential for understanding computers' core functions. By the end of this lesson, participants will adeptly define hardware and software, distinguishing between the physical components and instructive programs that drive computers. The unit delves into the three fundamental computer functions—input, processing, and output—providing insights into the interconnected roles of input devices, the central processing unit (CPU), and output devices. Learners explore the diverse forms computers can take, such as tablets, laptops, or phones, emphasizing their consistent information processing mechanisms. The unit cultivates a comprehensive understanding of the hardware-software interplay and the pivotal functions that enable computers to effectively handle data from input to meaningful output. The summary reinforces participants' ability to articulate the definitions of hardware, software, and the three basic computer functions, setting the stage for further exploration in subsequent lessons.

SOL Standard

CSF.1.a. Compare the structures, functions, and interactions between application software, system software, and hardware.

CSF.1.b. Explore the relationship between hardware and software using the Internet of Things.

PRG.21. The student will identify some of the practical, business, and ethical impacts of open source and free software and the widespread access they provide.

EL.a.h. Students articulate and set personal learning goals, develop strategies, advocate for the appropriate technologies needed to achieve them, and reflect on the learning process itself to improve learning outcomes.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

EL.C.h. Students seek feedback from people and staff familiar with assistive technologies, and evaluate and use appropriate technologies for additional feedback to make changes to improve and demonstrate their learning.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

KC.C.h. Students locate, collect, and evaluate a variety of digital sources and organize resources into themes in ways that are coherent and shareable to multiple audiences.

KC.D.h. Students use knowledge, information skills, and digital resources and tools to engage in public conversation and/or debate real-world issues.

ID.A.h. Students autonomously select and use appropriate technologies in a design process to generate ideas, create, document, test, revise, and present innovative products or solve authentic problems.

ID.B.h. Students autonomously select and use appropriate technologies to plan and manage a design process that identifies design constraints and trade-offs and weighs risks.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

CT.D.h. Students evaluate a task to be automated and describe the technology used in the process.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.B.h. Students use multiple appropriate technologies to create new digital work or repurpose/remix other digital work into INDICATOR new digital works to support a point of view.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Computers**	Overview of Computers	Lesson: Introduction to Computers Activity: Overview of Computers
2	**Information Processing**	Define hardware and software	Lesson: Information Processing Activity: Define hardware and software. Explain the three basic computer functions: input, processing, and output.
3	**Computing Systems**	Different Forms of Computers	Lesson: Computing Systems Activity: Discuss how computers take different forms, such as tablets, laptops, or phones.
4	**Input, Processing, and Output**	Basic Computer Functions	Lesson: Input, Processing, and Output Activity: Explain the three basic computer functions - input, processing, and output.
5	**Unit Recap and Assessment**	Synthesis of Unit Concepts	Description: Review key concepts from the unit. Conduct assessment or other summarizing activities.

Unit 9: Data Storage

Unit Overview

Data Storage, students will gain a comprehensive understanding of various aspects related to storing information in computer systems. The unit covers the fundamental concept of data storage, distinguishing between short-term and long-term memory. It delves into the functionality of Random Access Memory (RAM) as short-term storage, emphasizing its role in quickly accessing and processing data. Long-term memory is explored, detailing how information is stored on devices such as hard drives, CDs, DVDs, and cloud storage. The importance of creating backups and the advantages of cloud storage, including anytime access, ease of use, backup capabilities, and document sharing, are highlighted. The unit concludes by illustrating the integration of different storage types through a scenario involving the transfer of a digital file from a camera to a computer synced with the cloud, showcasing the practical application of the concepts learned.

SOL Standard

CSF.9. The student will evaluate the tradeoffs in how data elements are organized and where data is stored.

CSF.10. The student will create interactive data visualizations using software tools to help others better understand real-world phenomena.

CSP.14. The student will evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society, including the impacts of cloud computing.

Day	Section	Key Concept	Lesson/Activity
1	**Data Storage**	Data Storage	Lesson: Understanding Data Storage Activity: Exploring Short-term and Long-term Memory
2	**Random Access Memory**	Short-term Memory	Lesson: Exploring Random Access Memory (RAM) Activity: Simulating RAM Operations

3	**Long-Term Memory**	Long-term Storage	Lesson: Understanding Long-Term Memory Activity: Exploring Storage Devices
4	**Cloud Storage**	Cloud Storage Basics	Lesson: Exploring Cloud Storage Activity: Using Cloud Services (e.g., Dropbox, Google Drive)
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Review and assess the understanding of Data Storage concepts learned in previous days.

Unit 10: Operating Systems

Unit Overview

In the "Operating Systems, Part 1 and Part 2" lesson, you will acquire a comprehensive understanding of operating systems, file extensions, and file management. The unit begins by introducing the concept of operating systems, highlighting their role in coordinating hardware and software interactions. It covers essential functions such as task scheduling, running applications, and managing input and output devices, emphasizing the operating system's role as a user-computer interface. The unit then delves into file extensions, explaining their significance in determining the type of program needed to interact with a file. Additionally, you will explore the organization of files and folders, learning the importance of creating an efficient system to prevent misplacement and facilitate quick retrieval. The second part of the unit focuses on advanced file and folder management, providing hands-on practice in implementing effective organizational strategies. By the end of the lesson, you will have gained the skills to describe various operating systems, comprehend file extensions, and proficiently manage files and folders.

SOL Standard

Day	Section	Key Concept	Lesson/Activity
1	**Operating Systems, Part 1**	Describe and list different operating	Lesson: Introduction to Operating Systems - Understanding their role and basic functions. Activity: Exploring various operating systems.
2	**Operating Systems, Part 1**	Understand file extensions	Lesson: File Extensions - Explaining the purpose of file extensions and how they work. Activity: Identifying and working with different file extensions.
3	**Operating Systems, Part 2**	Managing files and folders.	Lesson: Advanced File and Folder Management - Exploring techniques for effective file and folder organization.

			Activity: Hands-on practice in organizing files and folders.
4	**Operating Systems, Part 2**	Organizing Files and Folders.	Lesson: Strategies for Efficient Organization - Delving deeper into organizing files and folders. Activity: Implementing advanced organizational strategies.
5	**Unit Assessment**	Synthesis of Unit Concepts or Other	Assessment: Evaluate understanding of operating systems, file extensions, and file management. Activities: Review and reinforce key concepts from the unit.

Unit 11: Network Computing

Unit Overview

Network Computing equips students with a comprehensive understanding of computer networks, covering various types and key concepts. The unit begins by defining a network as a group of interconnected computers aimed at efficient resource and information sharing. It distinguishes between client-server networks, common in business offices, and peer-to-peer networks, where computers share resources and control equally. The types of networks, such as local area networks (LAN) and wide area networks (WAN), are explored, emphasizing their geographical scope. Network technologies, including wired connections, Wi-Fi, and 3G/4G, are introduced as methods of connecting computers. The importance of IP addresses and domain names is elucidated, highlighting their role in facilitating communication and identification on large networks like the Internet. The unit concludes with a summary, ensuring that students can comprehend computer networks, describe their types, and define domain names and IP addresses.

SOL Standard

CSF.4. The student will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology and addressing.

CSP.1.The student will develop and apply criteria for evaluating a computer system for a given purpose.

Day	Section	Key Concept	Lesson/Activity
1	**What Is a Network?**	Group of Connected Computers	Lesson: Understanding the Basics of Networks Activity: Exploring the Concept of Network
2	**Client-Server Networks**	Server and Clients	Lesson: Exploring Client-Server Networks Activity: Simulating Client-Server Interaction

3	**Peer-to-Peer Networks**	Shared Resources and Control	Lesson: Understanding Peer-to-Peer Networks Activity: Setting Up a Peer-to-Peer Network
4	**Types of Networks**	LAN, WAN, Internet	Lesson: Differentiating Between LAN, WAN, and the Internet Activity: Mapping Network Types
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Review and assess understanding of computer networks, types, and key concepts learned in previous days.

Unit 12: Public and Home Internet Access

Unit Overview

Public and Home Internet Access provides a comprehensive overview of accessing the Internet through local public and private networks. The unit covers the pros, cons, and risks associated with both public Wi-Fi networks and private home networks. Students learn about the convenience of public Wi-Fi, its potential drawbacks, and the security risks involved. On the other hand, private home networks offer better security measures and reliability but come with their own set of challenges. The unitemphasizes the importance of precautions when using both types of networks, including securing home networks through password changes, encryption options, firmware updates, and avoiding default settings. Additionally, it highlights the risks of harmful software attacks, snooping, man-in-the-middle attacks, and rogue public Wi-Fi, providing dos and don'ts for safer Internet usage. Overall, the unit aims to equip students with knowledge about Internet access methods and the necessary precautions to navigate the online world securely.

SOL Standard

CSF.4. The student will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology and addressing.

CSP.3.b. Different layers of Internet technology to build on one another.

CSP.5.The student will explain symmetric and asymmetric encryption as they pertain to messages being sent on a network.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Ways to Access the Internet	Lesson: Exploring Internet Access Methods Activity: Discussing Local Networks, Mobile Services, and Satellite Services

2	**Public Networks**	Accessing the Internet via Public Networks	Lesson: Understanding Public Wi-Fi Networks Activity: Analyzing Pros, Cons, and Risks of Public Wi-Fi
3	**Private Networks**	Accessing the Internet via Private Networks	Lesson: Exploring Private Home Networks Activity: Setting Up and Configuring a Home Network
4	**Ease of Accessing the Internet**	Comparing Ease of Access between Home and Public Networks	Lesson: Comparing Ease of Access Activity: Role-playing Scenarios for Home and Public Network Access
5	**Unit Assessment**	Security Measures for Home and Public Networks	Assessment: Evaluate and Apply Security Measures for Home and Public Network Use

Unit 13: Web Browser

Unit Overview

Web Browsers provides fundamental knowledge about network applications and web browser functionalities. Students learn to define a network application as a computer program or data on a network, often the internet, with examples like web browsers and email. The focus then shifts to web browsers, emphasizing their popularity as network applications for accessing internet information. The unit explains the concept of URLs (Uniform Resource Locators) as internet street addresses, detailing the syntax and components like protocol, host, and location. By exploring the client-server network model, students understand how browsers request and receive data from web servers, presenting it in a viewable format. The features of web browsers, including control buttons, address/search bar, status bar, and viewport, are covered, offering insights into their functionalities. The unit concludes by summarizing the key takeaways: defining network applications, understanding URLs, and grasping the workings of web browsers.

SOL Standard

CSF.2. The student will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

CSF.3. The student will explain the role of protocols in transmitting data across networks and the Internet.

CSP.3.a. One computer to communicate with another over an Internet connection.

CSP.3.b. Different layers of Internet technology to build on one another.

CSP.4. The student will explain design principles enabling large-scale operation of the Internet to connect devices and networks all over the world.

Day	Section	Key Concept	Lesson/Activity
1	**Network Application**	Define network application	Lesson: Introduction to network applications and examples like web browsers and email. Activity: Discussing the role of network applications.
2	**Web Browsers**	Understand how web browsers work	Lesson: Exploring web browsers as popular network applications, defining URLs, and the client-server network model. Activity: Analyzing browser features and functionalities.
3	**What Is a URL?**	Describe a URL and its components	Lesson: Detailed explanation of URLs as internet street addresses, covering the syntax, protocol, host, and location. Activity: Practicing identifying components in sample URLs.
4	**Putting It All Together**	Understanding client-server network model	Lesson: Discussion on the client-server network model, explaining how browsers request data from servers using URLs. Activity: Simulating the process of typing a URL and receiving data.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding of network applications, web browsers, URLs, and client-server model through a comprehensive assessment.

Unit 14: Email

Unit Overview

In this unit, students will learn about email as a network application and how to use email software like Gmail or Microsoft Outlook. The unit covers essential aspects such as creating an email account, understanding folder organization, managing inbox messages, composing and sending emails with features like drafts, subject, and body. Additionally, you'll explore actions like archiving, trashing, and creating custom folders for effective email management. The unit also guides you through forwarding emails, handling attachments, using Cc and Bcc, and maintaining an address book for contact information. By the end of the lesson, you should have a comprehensive understanding of email basics and practical skills in email communication and organization.

SOL Standard

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.C.h. Students use design technologies to create and communicate various representations of a complex idea in a

CC.D.h. Students collaborate with available experts on final presentations, especially with the analysis and evaluation of how audiences receive or interpret content.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

Day	Section	Key Concept	Lesson/Activity
1	**Email Basics**	Introduction to email and email software	Lesson: Basics of email as a network application, email software examples, and the need for an email account. Activity: Discussing the components of an email.

2	**Folder Organization**	Understanding email folder organization	Lesson: Exploring folder organization in email (Inbox, Drafts, Sent Mail), practicing navigation, and basic folder actions. Activity: Hands-on folder organization.
3	**Sending Emails**	Composing and sending emails	Lesson: Detailed email composition (To, Subject, Body, Drafts), hands-on practice in sending emails. Activity: Composing and sending practice emails.
4	**Email Management**	Organizing, archiving, and trashing emails	Lesson: Managing emails, actions like Archive, Trash, creating custom folders. Activity: Interactive session on email organization and management.
5	**Unit Assessment**	Handling attachments, Cc, Bcc, Address Book	Assessment: Practical tasks on forwarding emails, managing attachments, and using Cc/Bcc.

Unit 15: Safe Computing

Unit Overview

Safe Computing, you will gain comprehensive knowledge to enhance your online security. The unit covers protection against malware and hacking, identification of potential computer viruses, understanding system and application updates, recognizing and guarding against spam, scams, and phishing, as well as determining the strength of passwords. The introduction emphasizes the risks of digital connection, and the content delves into the types of malwares, spotting computer viruses through email red flags, the role of antivirus software, defensive measures against malware attacks, the importance of system updates, and awareness of spam and email fraud. By the end of the lesson, you'll be equipped with essential skills to safeguard your computer and personal information, ensuring a secure online experience.

SOL Standard

CSF.5. The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Introduction to Digital Risks	Lesson: Understand the risks of being connected and online. Activity: Identify potential online risks and vulnerabilities.
2	**Hacking & Malware**	Types of Malwares and Hacking	Lesson: Explore hacking and malware, focusing on computer viruses and worms. Activity: Recognize malware threats and understand how they spread.

3	**Spotting Computer Viruses**	Identifying Email Threats	Lesson: Learn to identify potential computer viruses through email red flags. Activity: Analyze email subject lines, attachments, senders, web links, grammar, and greetings to spot potential threats.
4	**Antivirus Software & Avoiding Attacks**	Defensive Measures Against Malware	Lesson: Understand the role of antivirus software as the first line of defense. Activity: Implement defensive measures, including cautious email practices and using antivirus tools to avoid malware attacks.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Conduct a comprehensive assessment covering malware protection, email threat recognition, system updates, spam, scams, phishing awareness, and password strength. Evaluate understanding and application of safe computing concepts through practical exercises and questions.

Unit 16: Connecting a Home Computer

Unit Overview

Connecting a Home Computer, you apply your knowledge of computer basics to assist your neighbor, Mr. Franklin, in setting up a new computer. The unit focuses on identifying the parts of a typical home computer, demonstrating the correct setup procedure, and updating software. At Mr. Franklin's house, you unpack and match equipment to packing lists, connect peripherals like the monitor, mouse, and keyboard, emphasizing the importance of surge protection. The unit covers connecting the computer to the Internet, booting up, checking the Internet connection, updating Windows, and ensuring antivirus software is active. Additionally, you successfully set up a printer, installing drivers, aligning print heads, and completing the setup. The culmination of the unit is a successfully running computer, leading to a celebratory moment with Mr. Franklin.

SOL Standard

CSF.1.a. Compare the structures, functions, and interactions between application software, system software, and hardware.

CSF.1.b. Explore the relationship between hardware and software using the Internet of Things.

CSP.1. The student will develop and apply criteria for evaluating a computer system for a given purpose.

CSP.5. The student will explain symmetric and asymmetric encryption as they pertain to messages being sent on a network.

EL.a.h. Students articulate and set personal learning goals, develop strategies, advocate for the appropriate technologies needed to achieve them, and reflect on the learning process itself to improve learning outcomes.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

EL.C.h. Students seek feedback from people and staff familiar with assistive technologies, and evaluate and use appropriate technologies for additional feedback to make changes to improve and demonstrate their learning.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

KC.C.h. Students locate, collect, and evaluate a variety of digital sources and organize resources into themes in ways that are coherent and shareable to multiple audiences.

KC.D.h. Students use knowledge, information skills, and digital resources and tools to engage in public conversation and/or debate real-world issues.

ID.A.h. Students autonomously select and use appropriate technologies in a design process to generate ideas, create, document, test, revise, and present innovative products or solve authentic problems.

ID.B.h. Students autonomously select and use appropriate technologies to plan and manage a design process that identifies design constraints and trade-offs and weighs risks.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

CT.D.h. Students evaluate a task to be automated and describe the technology used in the process.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.B.h. Students use multiple appropriate technologies to create new digital work or repurpose/remix other digital work into new digital works to support a point of view.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

Day	Section	Key Concept	Lesson/Activity
1	**Connecting a Home Computer**	Identifying Home Computer Parts	Lesson: Setting up a new computer for Mr. Franklin, identifying parts, connecting peripherals. Activity: Checking packing lists, connecting monitor, USB devices, and ensuring surge protection.
2	**Connecting a Home Computer (Continued)**	Connecting to the Internet and Updating Software	Lesson: Completing computer setup, connecting to the Internet, and updating Windows. Activity: Checking Internet connection, updating Windows, and ensuring antivirus software is active.
3	**Connecting a Home Printer**	Setting up a Printer and Drivers	Lesson: Setting up a printer, inserting ink cartridges, connecting to the computer, installing drivers, and completing printer setup. Activity: Aligning print heads, printing a test page, and ensuring proper printer maintenance.
4	**Internet Safety**	Understanding Internet Safety	Lesson: Emphasizing risks of digital connection, identifying potential threats, and practicing safe computing. Activity: Recognizing email threats, understanding antivirus software, and ensuring system and application updates.
5	**Unit Assessment**	Synthesis of Unit Concepts or Assessment	Description: Assessing knowledge acquired throughout the unit, evaluating the ability to connect and set up a home computer and printer, practice safe computing, and understand internet safety.

Unit 17: Computer Troubleshooting

Unit Overview

Computer Troubleshooting focuses on imparting essential skills to learners. They acquire fundamental troubleshooting techniques, learning to diagnose and address common computer issues. The unit guides them through scenarios, emphasizing critical questions like when the computer last worked properly and checking for error messages and power supply. As the narrative unfolds, it navigates through the real-world situation of helping Mr. Franklin set up a flatbed scanner. Learners understand the importance of updating drivers and are instructed on the cautious process of downloading and installing them from trusted sources. The unit concludes with insights into downloading and installing software safely. Through practical examples, such as Mr. Franklin's challenges, learners develop confidence in handling various computer-related issues, creating a foundation for continued troubleshooting and problem-solving in future scenarios.

SOL Standard

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Connecting a Home Computer**	Identifying parts of a typical home computer, demonstrating correct setup, updating software	Lesson: Assisting Mr. Franklin in setting up a new computer Activity: Unpacking and connecting peripherals, setting up the computer and Internet connection, updating Windows, and installing antivirus software
2	**Computer Troubleshooting**	Learning basic troubleshooting techniques, performing basic troubleshooting, describing safe driver download and installation, describing safe application download and installation	Lesson: Exploring basic troubleshooting questions and techniques Activity: Troubleshooting scenarios, updating scanner driver for Mr. Franklin, assisting in downloading and installing software for work
3	**Safe Computing**	Protecting against malware/hacking, identifying potential computer viruses, understanding system and application updates, recognizing and protecting against spam, scams, and phishing, determining password strength	Lesson: Understanding safe computing practices Activity: Spotting computer viruses, using antivirus software, avoiding malware attacks, and updating system and applications
4	**Computer Ports and Peripherals**	Understanding various types of computer ports and connecting peripherals	Lesson: Exploring computer ports and peripherals Activity: Identifying and connecting different types of ports, understanding peripherals, and practicing proper connections
5	**Unit Assessment**	Synthesis of Unit Concepts or Other Concept	Assessment: Evaluating understanding and application of key concepts learned throughout the unit.

Unit 18: Computing Systems Assessment

Unit Overview

The review of the uniton Technology and Computers covers a comprehensive range of objectives aimed at providing a thorough understanding of fundamental technological concepts. Starting with defining technology and exploring its historical evolution and societal impact, the unit progresses to defining computers and recognizing their diverse forms. Information Processing objectives delve into essential elements such as defining hardware, software, and elucidating the core functions of computers – input, processing, and output. Data Storage objectives address the definition of data storage, differentiation between short-term and long-term storage, understanding the significance of cloud storage, and describing data movement. Operating Systems objectives involve describing various operating systems, understanding file extensions, and managing files and folders. The unit further extends to Network Computing, covering computer networks, types of networks, Domain name, and IP address definitions. Public and Home Internet Access objectives focus on accessing the Internet, understanding the pros, cons, and risks of private home networks and public Wi-Fi, along with safety precautions. The final segment on Web Browsers, Emails, and Safe Computing encompasses defining network applications, explaining URLs, understanding web browser functionality, describing email processes, handling attachments, and safeguarding against malware, hacking, and potential computer viruses. This comprehensive unit review aims to equip learners with a holistic understanding of key technology and computer concepts.

SOL Standard

CSF.4. The student will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology and addressing.

CSF.5. The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

CSF.6. The student will give examples of ways to protect sensitive data (assets) from malware and other computer attacks and evaluate them according to multiple criteria.

CSF.7. The student will explain typical tradeoffs between usability and security and recommend security measures in a given scenario based on these (or other) tradeoffs.

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

CSP.5.The student will explain symmetric and asymmetric encryption as they pertain to messages being sent on a network.

CSP.14. The student will evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society, including the impacts of cloud computing.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Technology and Computers**	Objective 1: Define technology.	Lesson: Introduction to Technology and its Evolution

		Objective 2: Understand the history of technology and its impact on society.	Activity: Discuss historical milestones in technology.
2	**Information Processing**	Objective 1: Define hardware. Objective 2: Define software. Objective 3: Explain the three basic computer functions: input, processing, and output.	Lesson: Understanding Hardware and Software Activity: Identify hardware components and their functions.
3	**Data Storage**	Objective 1: Define data storage. Objective 2: Identify the difference between short-term and long-term data storage. Objective 3: Understand cloud storage and why it's important. Objective 4: Describe how data is stored and moved.	Lesson: Exploring Data Storage Options Activity: Compare various data storage methods.
4	**Operating Systems**	Objective 1: Describe and list different operating systems. Objective 2: Understand file extensions. Objective 3: Manage files and folders.	Lesson: Operating Systems and File Management Activity: Hands-on practice managing files and folders.
5	**Unit Assessment**	Synthesis of Unit Concepts: Objective 1-8 Review	Assessment: Comprehensive exam covering technology, computers, information processing, data storage, operating systems, and network computing.

Unit 19: What is Coding?

Unit Overview

What is Coding? provides an engaging introduction to coding principles by illustrating how problem-solving skills inherent in everyday tasks align with coding mindset. The unitemphasizes the importance of understanding coding's role in computing and introduces fundamental concepts like programs, code, and binary. Through a relatable scenario involving Jeff, a programmer creating a carpool app, the unit demonstrates how coding addresses real-world needs and solves practical problems. The pervasive nature of code in everyday objects is explored, highlighting the significance of microprocessors and binary code in computers. The concept of programming as a means of communication with computers is clarified, emphasizing that coding involves writing instructions in specific languages. The unit also introduces common programming languages such as HTML, JavaScript, C++, and Python, emphasizing their diversity. Overall, Unit1 aims to demystify coding, fostering an understanding of its applications, and providing a foundation for the subsequent exploration of programming languages and their roles in computing.

SOL Standard

CSF.12. The student will develop a program working individually and in teams using a text-based language.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.3. The student will translate numbers between machine representations and human-accessible representations.

PRG.4. The student will design and implement a program working individually and in teams using a text-based language.

PRG.11. The student will analyze a large-scale computational problem, identify generalizable patterns, and implement a solution.

PRG.12. The student will implement an algorithm that uses existing functions and accesses existing libraries or APIs to satisfy its requirements.

Day	Section	Key Concept	Lesson/Activity
1	**What is Coding?**	Understanding the Basics of Coding	Lesson: Define terms: program, code, binary. Define the role of coding in computing. Identify various programming languages. Activity: Problem-Solving Exercise on Baking a Cake
2	**You Think Like a Programmer**	Thinking Like a Programmer	Lesson: Explore problem-solving principles related to coding. Introduce the purpose of the course. Activity: Jeff's Carpool App Scenario
3	**Coding and Computing**	The Significance of Coding in Computing	Lesson: Explain the prevalence of code in daily life. Discuss the presence of computers and microprocessors. Introduce binary code. Activity: Binary Code Exploration
4	**Coding Defined**	Understanding Coding and Programs	Lesson: Define programming as a means of communication with computers. Explore what a program or code is and how it instructs computers. Discuss the conversion of code into binary. Introduce the concept of programs running in the background. Activity: Practical Examples of Programs
5	**Unit Assessment**	Assessment: Unit Review Test and Practical Coding Exercises	Assessment activities covering the entire unit. Synthesis of Unit Concepts: Review of terms, coding role, programming languages, binary code, and program execution.

Unit 20: Careers and the Secret Life of Coding

Unit Overview

In this comprehensive lesson, students delve into the world of coding careers and essential skills needed for success in the field. The unit introduces various careers in coding, such as Video Game Developer, Web Developer, Ethical Hacker, and Software QA, providing insights into the roles, responsibilities, and educational requirements of each. Additionally, students explore key skills required for coding, including problem-solving, sharp memory, efficiency, self-motivation, independence, and perseverance. The unit transitions to a deeper understanding of programming terminologies, emphasizing the importance of decomposition, algorithms, sequencing, and coding languages. Students learn about the processing of code, distinguishing between high-level and low-level code, as well as the concepts of compiling and interpreting. The unit concludes with a focus on debugging, addressing logic errors, syntax errors, and runtime errors. Overall, students gain valuable insights into coding careers, essential skills, and fundamental programming concepts.

SOL Standard

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

ID.D.h. Students autonomously demonstrate an ability to persevere through difficulties and ambiguity in solving open-ended problems.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.C.h. Students evaluate a task in terms of sub problems needed and make changes to address issues or changing task needs using technologies, when appropriate.

GC.D.h. Students use collaborative technologies to understand problems, investigate, and develop solutions related to local and global issues, and advocate for implementation of solutions.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Careers**	Identify various careers in coding	Lesson: Explore careers in coding, including Video Game Developer, Web Developer, Ethical Hacker, and Software QA. Activity: Research and discuss the educational requirements and responsibilities of each career.
2	**Introduction to Careers**	Identify skills needed in coding.	Lesson: Understand essential skills for coding careers, such as problem-solving, sharp memory, efficiency, self-motivation, independence, and perseverance. Activity: Reflect on personal skills and set goals for skill development.
3	**Defining Coding Terms**	Define terms: algorithm, sequence, decomposition, high-level code, low-level code, compiling, interpreting, debugging, logic error, syntax error, runtime error.	Lesson: Introduce key programming terms and concepts, including decomposition, algorithms, sequencing, and coding languages. Activity: Practice decomposing problems into smaller parts and identify algorithms.
4	**Erroneous Sequencing**	Identify and correct erroneous sequencing	Lesson: Explore the importance of correct sequencing in programming and understand the concepts of flexible sequencing. Activity: Work on exercises to identify and correct sequencing errors in code.
5	**Assessment Day**	Assess understanding of coding concepts and skills.	Assessment: Evaluate students' comprehension through practical coding exercises, problem-solving scenarios, and discussions. Review and reinforce key concepts as needed.

Unit 21: The Programming Process

Unit Overview

In this comprehensive lesson, students delve into fundamental coding concepts, including commands, statements, and control structures. The importance of understanding coding language, akin to comprehending sentence components, is emphasized. The unit explores the dual components of code – commands and statements – illustrating their roles in executing instructions. Practical application is facilitated through a block command language, simplifying the learning process. The ubiquity of code in everyday items is highlighted, elucidating the role of microprocessors and binary code in computing. The significance of control structures, encompassing sequential, selection, and repetition structures, is elucidated for clear and efficient code development. The unit culminates in a detailed overview of the programming process's five steps – define, design, code, test, and document – with practical application in programming a pizza assembly robot for Maloney's Pizza Shop, fostering hands-on problem-solving and learning from mistakes.

SOL Standard

CSF.13. The student will identify the expected output of a program given a problem and some input.

CSF.15.a Sequencing of instructions.

CSF.15.b Conditional execution.

CSF.16. The student will implement a program that accepts input values, stores them in appropriately named variables, and produces output.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.21.a. Demonstrating an understanding that program development is an ongoing process that requires adjusting and debugging along the way.

CSF.21.b. Using version control to create and refine programs.

CSP.2. The student will illustrate ways computing systems implement logic, input, and output through hardware components.

CSP.8. The student will discuss how data representations can be interpreted in a variety of forms, convert between data representations, and analyze the representation tradeoffs among various forms of digital information.

CSP.9.a. Compound conditional execution.

CSP.11. The student will store, process, and manipulate data contained in a data structure.

CSP.12. The student will systematically debug a program using an appropriate set of data.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.6.a. With compound conditional execution, and analyze and evaluate complex Boolean conditions.

PRG.7. The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.10. The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.

PRG.16. The student will read and store data in 1D and 2D collections, and design and implement algorithms to process and manipulate those collections.

PRG.18. The student will develop and use a series of test cases to verify that a program performs according to its design specifications, including edge cases and all branches.

PRG.19. The student will, through the process of code review, evaluate a program's correctness, readability, usability, and other factors.

PRG.20. The student will use a systematic approach and debugging tools to independently debug a program.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Coding Concepts**	Understand the basic elements of coding, including commands, statements, and control structures.	Lesson: Define command, statement, control structure, sequential, and repetition Activity: Practice creating simple code using block commands.
2	**Introduction to Coding Concepts**	Code using simple statements. Identify the three control structures used in coding.	Lesson: Explore coding using simple statements and grasp the concept of control structures. Activity: Engage in block command language exercises to reinforce coding skills.
3	**Programming Fundamentals**	Identify and define the steps of the programming process. Utilize the programming process to solve a problem.	Lesson: Introduce the programming process with steps - define, plan, code, test, and document. Activity: Apply the programming process to solve a coding problem.
4	**Programming Fundamentals**	Explore the programming process in-depth (Define, Design, Code, Test, Document/Maintain).	Lesson: Dive deeper into each step of the programming process and understand its significance. Activity: Apply the programming process to a real-world scenario, like programming a pizza assembly robot for Maloney's Pizza Shop.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment Day: Evaluate students' understanding of coding concepts, control structures, and the programming process through practical coding exercises and problem-solving scenarios. Review and reinforce key concepts as needed.

Unit 22: Here We Go Loopty Loop

Unit Overview

In the introductory lesson, students are prompted to think about repetitive tasks like brushing teeth or hair, highlighting the importance of clear algorithms for such tasks. The unitemphasizes the distinction between sequential and repetition control structures, illustrating that the latter is more suitable for algorithmic clarity. The focus then shifts to the fundamental concepts of loops and functions in programming. Using Maloney's Pizza Shop as a backdrop, the need for loops is exemplified when Mrs. Maloney, facing a time-consuming task of entering pizza orders manually, considers using a loop to repeat commands efficiently. The unit introduces the For Loop as a control structure for repetition, guiding students through the programming process of defining, designing, coding, and testing a For Loop for multiple pizza orders. The significance of functions in enhancing code clarity is explored, with students creating a function for making a single pizza and integrating it into a loop. Subsequently, the unit delves into While Loops, explaining their usage with real-world examples like traffic lights in Mrs. Maloney's pizza business. The concept of nested loops is introduced, demonstrating their application in adding seasoning to pizzas. The unit concludes with a summary, highlighting that student have defined loop and function terms, recognized when to use loops, and successfully solved problems using loops.

SOL Standard

CSF.13. The student will identify the expected output of a program given a problem and some input.

CSF.15.a Sequencing of instructions.

CSF.15.c. Iteration.

CSF.16. The student will implement a program that accepts input values, stores them in appropriately named variables, and produces output.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.19. The student will use predefined functions to simplify the solution of a complex problem.

CSP.2.The student will illustrate ways computing systems implement logic, input, and output through hardware components.

CSP.9.b. A variety of loop control structures.

CSP.10. The student will solve a complex problem by decomposing it into subtasks consisting of predefined functions and user-defined functions.

PRG.6.b. Using complex iteration, including nested loops.

PRG.7. The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.13. The student will write functions, both with and without parameters, and both with and without return values, that represent abstractions useful to the solution of a larger problem.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction**	Identifying Tasks with Repetition	Engage students by prompting them to think of tasks with repeating steps, such as brushing teeth or hair. Emphasize the importance of clear algorithms and introduce sequential and repetition control structures. Activity: Discuss and compare sequential and repetition control structures.
2	**What You'll Learn**	Definition of a Loop	Provide a behind-the-scenes look at how computers handle programming. Define loop and function, recognize loop usage, and solve problems using loops. Introduce the For Loop as a repetition control structure and guide students through the programming process of defining, designing, coding, and testing a For Loop for pizza orders. Activity: Code and test a For Loop for pizza orders.

3	**For Loop**	For Loop and Functions	Explore the For Loop as a control structure for repetition, especially when the exact number of repetitions is known. Introduce functions as sections of code performing specific tasks and explain how functions enhance code clarity. Guide students in creating a function for making a single pizza and incorporating it into a For Loop. Activity: Practice using functions with a For Loop.
4	**While Loop**	While Loop and Nested Loop	Introduce the While Loop, which runs while a condition is true, using examples like traffic lights. Define and design a plan for a While Loop in Mrs. Maloney's pizza business to recognize a green light for putting the next pizza in the oven. Explain nested loops with an example of adding seasoning to pizzas. Guide students in creating a nested loop for seasoning pizzas. Activity: Create and test a While Loop and a Nested Loop.
5	**Unit Assessment**	Synthesis of Unit Concepts	Conduct a unit assessment or engage students in synthesizing the concepts learned throughout the unit. Emphasize the understanding of loops, functions, and control structures in solving coding problems. Activity: Unit assessment or comprehensive coding project showcasing loop and function usage.

Unit 23: In Any Event

Unit Overview

The Magical Workshop introduces students to the challenges faced by Larry, the owner, who needs assistance in programming a newly acquired machine for creating customized stuffed animals. The narrative emphasizes the distinction from a pizza shop scenario, highlighting the direct customer interaction with the computer. The unit focuses on defining the terms 'event' and 'event handler,' crucial in the context of the Magical Workshop where the program must interact directly with customers. Students learn about events as user actions, such as mouse clicks or key presses, and event handlers as procedures that execute when specific events occur. The unit concludes with a problem-solving activity where students define a problem and devise a general design plan based on Larry's goal of enabling customers to use the program and touchscreen computers to create their dream stuffed animals.

SOL Standard

CSF.13. The student will identify the expected output of a program given a problem and some input.

CSF.14. The student will design and iteratively develop programs for practical intent or personal expression, incorporating feedback from users.

CSF.15.a Sequencing of instructions.

CSF.16. The student will implement a program that accepts input values, stores them in appropriately named variables, and produces output.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.21.a. Demonstrating an understanding that program development is an ongoing process that requires adjusting and debugging along the way.

CSP.2.The student will illustrate ways computing systems implement logic, input, and output through hardware components.

PRG.7. The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

Day	Section	Key Concept	Lesson/Activity
1	**In Any Event**	Define the terms event and event handler	Lesson: Welcome to The Magical Workshop. Larry needs help programming the stuffed animal machine. Activity: Define the problem and write a general design plan based on customer input.
2	**Variability of Variables**	Define the term variable	Lesson: Understanding variables and their role in coding. Activity: Explore how variables store and manipulate information.
3	**Code using variables (Pt. 1)**	Identify how a variable is created and assigned a value.	Lesson: Creating and assigning values to variables. Activity: Assigning values to variables in different scenarios.
4	**Code using variables (Pt. 2)**	Identify how a variable is created and assigned a value.	Lesson: Practical coding examples using variables. Activity: Hands-on coding exercises with variables.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Culmination of unit concepts. Assessment: Evaluate understanding through activities or assessments.

Unit 24: Calling All Operators

Unit Overview

Calling All Operators provides students with an in-depth exploration of how computers handle programming, pulling back the curtain on the behind-the-scenes operations. The unit covers the definition of key terms such as operator, operand, and Boolean, emphasizing their crucial role in coding logic. Students learn about three main types of operators: arithmetic, logical, and relational. Logical operators, including AND, OR, and NOT, are introduced, highlighting their use in decision-making processes. The unit delves into relational operators, explaining their similarity to logical operators and providing examples like "equals," "not equal," "greater than," "less than," "greater than or equal to," and "less than or equal to." Practical coding exercises are included, addressing real-world scenarios in the Magical Workshop, such as ensuring a free small bear is added to an order or printing a coupon based on customer spending. The unit concludes by reinforcing the understanding of arithmetic operators and their application in mathematical functions, along with a problem-solving activity to encourage customer coupon acquisition. Overall, students gain a comprehensive understanding of operators and their practical use in coding through engaging lessons and hands-on activities.

SOL Standard

CSF.13. The student will identify the expected output of a program given a problem and some input.

CSF.15.a Sequencing of instructions.

CSF.16. The student will implement a program that accepts input values, stores them in appropriately named variables, and produces output.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.18. The student will apply the basic operations used with numeric and non-numeric data types in developing programs.

CSP.2.The student will illustrate ways computing systems implement logic, input, and output through hardware components.

PRG.6.a. With compound conditional execution, and analyze and evaluate complex Boolean conditions.

PRG.7. The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.9.a. On numbers, including modular division and random number generation.

PRG.11. The student will analyze a large-scale computational problem, identify generalizable patterns, and implement a solution.

Day	Section	Key Concept	Lesson/Activity
1	**Calling All Operators**	Define the terms operator, operand, and Boolean	Lesson: Explore the behind-the-scenes workings of a computer's programming. Activity: Understand the three types of operators (arithmetic, logical, relational) and their interactions with operands.
2	**Types of Operators**	Explain the three types of operators and how they are used	Lesson: Dive deeper into the types of operators, focusing on arithmetic, logical, and relational. Activity: Code using various operators to reinforce learning
3	**Logical & Relational Operators**	Identify and categorize various operators.	Lesson: Learn about logical operators (AND, OR, NOT) and relational operators. Activity: Apply logical and relational operators to solve problems in the Magical Workshop's special program
4	**Arithmetic Operators**	Code using operators	Lesson: Understand arithmetic operators for mathematical functions. Activity: Apply arithmetic operators to address a scenario in the Magical Workshop

5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Culmination of unit concepts. Assessment: Evaluate understanding through activities or assessments.

Unit 25: Coding Fundamentals Assessment

Unit Overview

The Assessment encompasses a comprehensive overview of coding principles covered in the Introduction to Coding, Basics of Coding, and Diving into Coding units. In the Introduction to Coding section, students revisit fundamental concepts like the definition of program, code, and binary, gaining insights into the pivotal role of coding in computing and exploring diverse programming languages and potential career paths. Moving to the Basics of Coding, the focus shifts to coding fundamentals, including key terms like command, statement, control structure, and the three control structures. The programming process steps and problem-solving strategies are reviewed, and students engage in coding exercises involving loops and conditional statements. The final section, Diving into Coding, consolidates learning by delving into advanced concepts such as events, variables, and operators. Students not only define these terms but also actively apply them through coding exercises, showcasing their ability to use events, variables, and operators effectively. This comprehensive assessment review ensures a thorough understanding of coding principles, preparing students for their assessment.

SOL Standard

CSF.12. The student will develop a program working individually and in teams using a text-based language.

CSF.15.b Conditional execution.

CSF.15.c. Iteration.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.19. The student will use predefined functions to simplify the solution of a complex problem.

CSP.9.a. Compound conditional execution.

CSP.9.b. A variety of loop control structures.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.3. The student will translate numbers between machine representations and human-accessible representations.

PRG.4. The student will design and implement a program working individually and in teams using a text-based language.

PRG.6.a. With compound conditional execution, and analyze and evaluate complex Boolean conditions.

PRG.6.b. Using complex iteration, including nested loops.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.13. The student will write functions, both with and without parameters, and both with and without return values, that represent abstractions useful to the solution of a larger problem.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Coding**	What is Coding?	Lesson: Review the fundamental concepts of coding, including terms like program, code, and binary. Discuss the role of coding in computing and explore various programming languages. Activity: Engage in discussions and small activities to reinforce the understanding of coding basics.
2	**Introduction to Coding**	Careers in Coding	Lesson: Review various careers in coding and the essential skills needed. Discuss the diversity of opportunities in the coding field. Activity: Explore potential coding career paths through case studies and discussions.
3	**Basics of Coding**	The Secret Life of Code	Lesson: Recap key terms related to coding such as algorithm, sequence, decomposition, and debugging. Review types of coding errors and practice identifying and correcting sequencing errors.

			Activity: Engage in error-spotting exercises and collaborative problem-solving to reinforce understanding.
4	**Hello, World & Programming Process**	Basics of Coding	Lesson: Review fundamental coding terms like command, statement, and control structure. Recap the purpose of structured programming and identify the three control structures. Discuss the programming process steps. Activity: Code simple statements and solve problems using the programming process.
5	**Assessment**	Synthesis of Unit Concepts	Description: Culmination of unit concepts through an assessment. Evaluate understanding through a combination of activities and assessments, encompassing all aspects covered in the introduction to coding and basics of coding.

Unit 26: The Internet and World Wide Web

Unit Overview

In the unit on "The Internet and World Wide Web," students delve into understanding the fundamental concepts that distinguish the Internet from the World Wide Web. They explore the historical development of the Internet, starting from the establishment of ARPANET in 1969, and gain insights into how various networks evolved into the global Internet we know today. The unitemphasizes the ubiquitous nature of the Internet in daily life, highlighting its role in activities such as gaming, communication, and information retrieval. Furthermore, students learn about the inception of the World Wide Web by Sir Tim Berners-Lee and the underlying mechanisms of web functionality, involving HTML, web browsers, and servers. The distinction between the Internet and the World Wide Web is clarified, providing a comprehensive understanding of these interconnected yet distinct entities. Overall, the unit equips students with the knowledge to navigate and comprehend the intricate workings of the digital realm.

SOL Standard

CSF.4. The student will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology and addressing.

CSP.3.a. One computer to communicate with another over an Internet connection.

CSP.3.b. Different layers of Internet technology to build on one another.

CSP.4.The student will explain design principles enabling large-scale operation of the Internet to connect devices and networks all over the world.

Day	Section	Key Concept	Lesson/Activity
1	**The Internet and World Wide Web**	Define and compare Internet and WWW	Lesson: Introduction to the Internet and World Wide Web Activity: Internet Usage

2	**A Brief History of the Internet**	Explore Internet history	Lesson: History of the Internet Activity: Timeline of Internet Milestones
3	**The Internet**	Understand the Internet's functions	Lesson: Functions of the Internet Activity: Internet Applications
4	**How it all Works**	Explore the World Wide Web	Lesson: Working of the World Wide Web Activity: Creating a Simple Web Page
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Internet and World Wide Web Knowledge Assessment

Unit 27: Understanding URLs

Unit Overview

In the unit "Understanding URLs," you will delve into the intricacies of internet communication. Firstly, you'll explore the fundamental function of IP addresses, akin to street addresses for computers on a network. The unit navigates through the concept of breaking down information into packets, drawing parallels to sending packages in the mail to ensure efficient network transmission. The exploration of domain names involves querying the Domain Name System (DNS) to match domain names with the correct IP addresses, providing a quick yet comprehensive overview of the internet's mapping system. Delving into domain types, the unit highlights the significance of top-level domains (TLDs) and second-level domains (SLDs), making the intricacies of domain naming clear. Finally, you'll understand the anatomy of a URL, covering protocols, domain names, additional protocols like HTTPS and FTP, and the inclusion of locations, paths, and filenames. This comprehensive unit equips learners with a solid foundation in internet infrastructure and terminology.

SOL Standard

CSF.2. The student will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

CSF.3. The student will explain the role of protocols in transmitting data across networks and the Internet.

CSP.3.a. One computer to communicate with another over an Internet connection.

Day	Section	Key Concept	Lesson/Activity
1	**IP Addresses**	Describe the function of IP addresses	Lesson: Explore the role of IP addresses as unique identifiers for computers on a network. Activity: Engage in practical exercises to understand the concept of IP addresses.
2	**Packets**	Define Domain Name System (DNS) and packets	Lesson: Examine the role of DNS and the concept of breaking down information into packets for efficient network communication. Activity: Simulate the packetization of data for effective transmission.
3	**Domain Types**	Describe domain types	Lesson: Explore different domain types and their significance in categorizing websites. Activity: Classify various websites based on their domain types.
4	**Parts of a URL**	Identify the parts of a URL	Lesson: Break down the components of a URL, focusing on protocols, domain names, and additional protocols. Activity: Analyze and deconstruct various URLs to understand their structure.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate understanding through a comprehensive assessment covering IP addresses, DNS, domain types, and URL components. Activities: Engage in practical scenarios to apply the learned concepts.

Unit 28: Practice- Customizing a Browser

Unit Overview

In the "Browser Control Buttons" lesson, students explore the essential elements of web browsers, focusing on common controls that enhance navigation. They delve into functionalities like back and forward buttons, a refresh option, a home button, a bookmark feature for future reference, and a settings button for customization. The unit also covers the address and search bar, highlighting their roles in accessing specific web pages and search engine queries. The status bar, which tracks page loading progress and displays link-associated URLs, and the viewport, representing the visible area of a web page, are also explained. The latter part of the unit introduces the customization of browsers, emphasizing the ability to tailor settings such as the home page, default search engine, and toolbars. Practical exercises involve hands-on simulation tasks, including changing the home page, altering the search engine, and showcasing personal customization preferences. The unit concludes with guidance on clearing browser history, contributing to a comprehensive understanding of browser functionalities and customization.

SOL Standard

CSF.2. The student will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

CSF.3. The student will explain the role of protocols in transmitting data across networks and the Internet.

CSP.3.a. One computer to communicate with another over an Internet connection.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

Day	Section	Key Concept	Lesson/Activity
1	**Browser Control Buttons**	Functions of Browser Control Buttons	Lesson: Explore the various control buttons in a web browser, such as back, forward, refresh, home, bookmark, and settings buttons. Understand their functions and how they contribute to user navigation. Activity: Interactively click on each control button to grasp its purpose and utility in a simulated browser environment.
2	**Address & Search Bar**	Navigation and searching	Lesson: Understand the dual functionality of the address and search bar in web browsers. Learn how to input URLs and search terms efficiently. Explore how browsers integrate these bars for a seamless user experience. Activity: Practice entering URLs and search terms into the address bar, and explore how the search bar functions in browsers that separate them.
3	**Status Bar**	Page Loading and Link Information	Lesson: Explore the significance of the status bar in displaying page loading progress and revealing link URLs upon hovering. Understand how it enhances user awareness during web navigation. Activity: Hover over links on a simulated webpage to observe the information displayed in the status bar. Understand the real-time feedback it provides
4	**Viewport**	Navigating Web Page Content	Lesson: Grasp the concept of the viewport as the visible area of a web page within the browser window. Learn how scrollbars facilitate navigation when the page exceeds the viewport size. Activity: Interact with a webpage larger than the viewport to observe scrollbar behavior and practice efficient navigation
5	**Unit Assessment**	Unit Review and Application	Assessment: Engage in an assessment or activity that requires the application of knowledge gained throughout the lessons, ensuring a comprehensive understanding of browser parts and customization.

Unit 29: Tools and Techniques to Find Information

Unit Overview

In the "Tools and Techniques to Find Information" lesson, students delve into understanding how search engine's function and learn strategies to enhance their efficiency in finding information on the Internet. The unit covers the basics of search engine operation, including the role of spiders or crawlers in creating a database of URLs. Students explore the concept of search engine optimization (SEO) and how creators strategically use keywords to enhance web page visibility. Practical aspects of conducting searches are addressed, emphasizing the importance of reviewing search results before clicking. The unit also guides students on narrowing down search results by type and time, promoting savvy searching practices. By the end of the lesson, students acquire skills in describing search engine operations, performing basic searches, identifying search result components, and refining searches based on type and time criteria.

SOL Standard

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, and other digital sources.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Searching**	Understanding Search Engines	Lesson: Students learn how search engines work, the role of spiders or crawlers in creating a

			database, and the basics of search engine optimization. Activity: Explore individual search engines and their functionalities.
2	**Search Techniques**	Performing Basic Searches	Lesson: Focus on how to perform a basic search using keywords or phrases. Activity: Practice conducting searches on various topics.
3	**Analyzing Search Results**	Examining Search Results	Lesson: Identify the components of search results, discuss the importance of reviewing results before clicking, and delve into savvy searching practices. Activity: Analyze sample search results and distinguish between reliable and biased sources.
4	**Refining Searches**	Narrowing Results by Type and Time	Lesson: Learn how to narrow down search results by choosing specific categories (images, videos, news) and filtering results by time. Activity: Practice refining searches for different types of information and time frames.
5	**Unit Assessment**	Synthesis of Search Concepts	Assessment: Evaluate students' understanding of search engines, search techniques, result analysis, and refining searches through a comprehensive assessment.

Unit 30: Making the Most of Your Search

Unit Overview

In the "Making the Most of Your Search" lesson, students learn essential skills for effective internet searches. They grasp the importance of using well-chosen keywords and develop techniques for creating effective keyword lists. The unitemphasizes the versatility of keywords, which can be words, phrases, sentences, or questions. Tips for refining searches, such as utilizing a thesaurus and considering related search terms, are explored. The significance of specificity in keywords is highlighted through examples, encouraging students to go beyond single words. The unit also introduces the concept of using questions as keywords for more relevant results. Additionally, students receive guidance on using multiple search engines to enhance their search experience, emphasizing the need to explore beyond top results and refine searches for optimal outcomes. Overall, the unit equips students with practical strategies to enhance their search skills and efficiently locate relevant information on the internet.

SOL Standard

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, and other digital sources.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Making the Most of Your Search**	Use keywords and develop effective keyword lists	Lesson: Understanding the importance of keywords and creating effective lists. Activity: Practice developing keyword lists for different topics.
2	**Making the Most of Your Search**	Tips for Effective Keywords	Lesson: Exploring techniques for refining and improving search results using keywords. Activity: Applying various keyword techniques in simulated searches.
3	**Making the Most of Your Search**	More Than Just a Word	Lesson: Understanding that keywords can be more than single words and exploring how to use sentences or questions for better results. Activity: Practicing searches with expanded keyword phrases.
4	**Making the Most of Your Search**	Tips on Using Search Engines	Lesson: Exploring tips for using multiple search engines and refining searches beyond the top results. Activity: Comparing search results from different engines and refining searches for better outcomes
5	**Unit Assessment**	Synthesis of Unit Concepts	Description of Day 5 Activities or Assessment: Summative assessment or synthesis activity where students demonstrate their understanding of effective searching techniques and apply them to specific scenarios.

Unit 31: Advanced Search Techniques

Unit Overview

The "Advanced Search Techniques" unit focuses on enhancing search precision through the understanding and application of Boolean operators. By the end of the unit, students will have the ability to describe how to use Boolean operators—such as "AND," "OR," and "NOT"—to refine and improve search results. The unit explains the concept of Boolean mathematics, named after the 19th-century English mathematician George Boole, and how these operators help in narrowing, defining, or limiting searches. Practical insights into using quotation marks to search for exact phrases and employing the "NEAR" operator to find words within a specified proximity are also covered. The overall goal is to equip learners with advanced search strategies that enhance the precision and relevance of their search results in various online databases.

SOL Standard

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

Day	Section	Key Concept	Lesson/Activity
1	**Advanced Search Techniques**	Describe how to use Boolean operators to improve search results	Lesson: Understanding Boolean Operators - This unit introduces the concept of Boolean operators and their role in refining search results. It covers the "AND" operator for narrowing searches, the "OR" operator for broadening searches, and the "NOT" operator for excluding specific terms. Activity: Boolean Operator Practice - Students engage in hands-on activities to practice using Boolean operators in real-life search scenarios, enhancing their search precision

2	**Tips for Effective Keywords**	Use keywords and develop effective keyword lists	Lesson: Developing Effective Keyword Lists - This unit focuses on the importance of keywords in internet searches. Students learn how to create effective keyword lists and utilize a thesaurus to refine them. It also covers techniques for using related search terms provided by search engines. Activity: Keyword List Development - Student's practice creating keyword lists for various topics, refining their skills in selecting the most relevant terms
3	**Making the Most of Your Search**	Use keywords and develop effective keyword lists	Lesson: Making the Most of Your Search - This unit delves into advanced techniques for improving search results. It covers tips for effective keywords, including the use of sentences or questions, exploring different search terms, and using multiple search engines. Activity: Advanced Search Scenarios - Students engage in interactive scenarios to apply advanced search techniques and enhance their ability to find specific information.
4	**Tools and Techniques to Find Information**	Understand how search engines work and how to find information efficiently	Lesson: Tools and Techniques to Find Information - This unit provides insights into the functioning of search engines, emphasizing the importance of reviewing search results and narrowing them down by type and time. It also covers search engine optimization and strategies for using search engines effectively. Activity: Practical Search Exercise - Students conduct a guided search exercise to apply the techniques learned in the unit and evaluate the quality of search results.
5	**Unit Assessment or Other Section**	Synthesis of Unit Concepts or Other Concept	Assessment: Comprehensive Unit Assessment - This section involves a comprehensive assessment covering the key concepts learned throughout the unit. Students may be required to demonstrate their understanding of search techniques, keyword usage, and effective use of search engines. Unit Synthesis - A summary of the unit's concepts and a reflection on the skills acquired. Students may engage in a synthesis activity or discussion.

Unit 32: Practice - Bookmarking

Unit Overview

In the "Practice - Bookmarking" lesson, you engaged in hands-on activities to enhance your skills in managing web content efficiently. As you embarked on a science project exploring the causes of tornadoes, you learned the practical aspect of bookmarking web pages for future reference. By actively opening a web browser and conducting a search on tornado causes, you applied the skill of creating bookmarks, preserving valuable articles like "Tornadoes – Weather Wiz Kids" and "What causes tornadoes? NBC Weather News." Recognizing the importance of organization, you practiced creating folders, such as the "Science Project," to prevent clutter in the bookmark toolbar. Through these activities, you gained practical insights into the effective use of bookmarks, ensuring easy retrieval of pertinent information for your research.

SOL Standard

EL.a.h. Students articulate and set personal learning goals, develop strategies, advocate for the appropriate technologies needed to achieve them, and reflect on the learning process itself to improve learning outcomes.

EL.B.h. Students autonomously customize and build their learning community and environments in ways that support the learning process.

EL.C.h. Students seek feedback from people and staff familiar with assistive technologies, and evaluate and use appropriate technologies for additional feedback to make changes to improve and demonstrate their learning.

EL.D.h. Students understand the various fundamental concepts of appropriate technologies; demonstrate the ability to choose, use, and troubleshoot technologies, and transfer knowledge to explore emerging technologies.

KC.C.h. Students locate, collect, and evaluate a variety of digital sources and organize resources into themes in ways that are coherent and shareable to multiple audiences.

KC.D.h. Students use knowledge, information skills, and digital resources and tools to engage in public conversation and/or debate real-world issues.

ID.A.h. Students autonomously select and use appropriate technologies in a design process to generate ideas, create, document, test, revise, and present innovative products or solve authentic problems.

ID.B.h. Students autonomously select and use appropriate technologies to plan and manage a design process that identifies design constraints and trade-offs and weighs risks.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

CT.D.h. Students evaluate a task to be automated and describe the technology used in the process.

CC.A.h. Students select and use appropriate technologies to meet their communication needs considering goals, audience, content, available technologies or devices, and timing of communication.

CC.B.h. Students use multiple appropriate technologies to create new digital work or repurpose/remix other digital work into new digital works to support a point of view.

GC.A.h. Students use appropriate technologies to connect with others in places around the world for broader understanding and learning toward common goals.

Day	Section	Key Concept	Lesson/Activity
1	**Practice - Bookmarking**	Setting up and organizing bookmarks	Lesson: Practice bookmarking web pages for later reference. Activity: Search and bookmark articles on tornado causes for a science project.
2	**Advanced Search Techniques**	Using Boolean operators to improve search results	Lesson: Described how to use Boolean operators to refine searches. Activity: Applied Boolean operators to search for specific information on the internet.

3	**Making the Most of Your Search**	Using keywords and developing effective lists	Lesson: Used keywords effectively and developed lists for improved search results. Activity: Explored techniques to enhance search results on the web.
4	**Operating Systems, Part 1 and Part 2**	Understanding operating systems and file management	Lesson: Explored the basics of operating systems and file extensions. Activity: Managed files and folders, learning to organize and retrieve information.
5	**Unit Assessment**	Synthesis of unit concepts	Assessment: Evaluate the understanding of search techniques, Boolean operators, file management, and web browsing through a comprehensive assessment.

Unit 33: Examining Web Information

Unit Overview

In the "Examining Web Information" lesson, you gain essential skills for effective online research. By the end of the lesson, you can validate resources, discern and address bias in web content, comprehend the significance of utilizing diverse sources, and assess Wikipedia's reliability. Through practical scenarios, like Brad's research project, you learn the D.E.A.L. method to evaluate web resources systematically. This method involves determining relevance and appropriateness, evaluating currency, authenticating accuracy, and understanding the purpose behind a resource's creation. Emphasizing the importance of multiple sources, the unitencourages a "comparison shopping" approach to research, advocating for the exploration of various perspectives. Additionally, it introduces supplementary search tools beyond traditional engines, such as Google Scholar, PubMed, and specialized databases. The unitconcludes by highlighting Wikipedia's utility for initial topic overviews and idea generation, despite its limitations as an unreliable source for citation in formal research.

SOL Standard

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Examining Web Sites**	Validating resources	Lesson: Understand the importance of validating online resources. Activity: Explore and analyze web resources for validity.
2	**Reviewing Web Sites**	Understanding bias	Lesson: Recognize and address bias in web content. Activity: Evaluate web content for potential biases.
3	**Importance of multiple sources**	Importance of multiple sources	Lesson: Learn the significance of using diverse sources in research. Activity: Compare information from various web sites
4	**Evaluating Wikipedia**	Evaluating Wikipedia	Lesson: Assess the reliability of Wikipedia as a resource. Activity: Examine Wikipedia articles and evaluate their credibility.
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Apply concepts by evaluating web resources and demonstrating understanding of bias, multiple sources, and Wikipedia's role.

Unit 34: Using Information Ethically

Unit Overview

In the "Using Information Ethically" lesson, the focus is on developing ethical research practices. By the end of the lesson, you'll be equipped to define plagiarism, emphasize the significance of ethical information use, articulate strategies to avoid plagiarism, and credit sources using MLA format. The unit underscores the temptation to copy-paste information during research and highlights the consequences of plagiarism, including legal actions and academic repercussions. The top three forms of plagiarism, involving exact replication, key word changes, and remixing, are explored to raise awareness. Practical tips for avoiding plagiarism include using your own words, proper citation of sources, creating project outlines, and saving source information. The importance of crediting web sources, especially following MLA guidelines for in-text citations and Works Cited pages, is detailed. The unit concludes with a comprehensive summary of key objectives, ensuring a clear understanding of ethical information usage.

SOL Standard

CSF.24. The student will explain the beneficial and harmful effects that intellectual property laws can have on innovation, including the impact of open source software.

CSP.15. The student will explain how intellectual property concerns affect the tools for and products of computing, including combining existing content to create new artifacts and the impact of open source and free software.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Research**	Understanding the Research Process	Lesson: Overview of research process Activity: Introduction to research methodologies
2	**Validating Online Resources**	Evaluating Credibility of Sources	Lesson: Techniques for validating online resources Activity: Practice validating different sources
3	**Multiple Sources in Research**	Importance of Diverse Information Sources	Lesson: Significance of using multiple sources Activity: Comparing and contrasting information from various sources
4	**Examining Web Information**	Analyzing Bias and Website Evaluation	Lesson: Examining bias in web content Activity: Evaluating websites using the D.E.A.L. method
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate student understanding through a research project or test.

Unit 35: Understanding Copyright

Unit Overview

The "Understanding Copyright" unit aims to equip learners with essential knowledge about copyright, emphasizing its significance for both content consumers and creators. The unit covers key objectives, including defining copyright, distinguishing plagiarism from copyright violations, explaining fair use guidelines, exploring public domain materials, understanding Creative Commons licensing with proper attribution, and drawing comparisons between copyright and trademark. Participants will delve into intellectual property, exploring how copyright laws grant legal ownership and the ability to license creative works. The unit navigates the complexities of copyright, addressing issues such as plagiarism, fair use exemptions, and the public domain, while also introducing Creative Commons licenses as an alternative. Learners gain insights into protecting their work, respecting others' intellectual property, and understanding the distinctions between copyright and trademark.

SOL Standard

CSF.24. The student will explain the beneficial and harmful effects that intellectual property laws can have on innovation, including the impact of open source software.

CSP.15. The student will explain how intellectual property concerns affect the tools for and products of computing, including combining existing content to create new artifacts and the impact of open source and free software.

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Research**	Understanding the Research Process	Lesson: Overview of research process Activity: Introduction to research methodologies

2	**Validating Online Resources**	Evaluating Credibility of Sources	Lesson: Techniques for validating online resources Activity: Practice validating different sources
3	**Multiple Sources in Research**	Importance of Diverse Information Sources	Lesson: Significance of using multiple sources Activity: Comparing and contrasting information from various sources
4	**Examining Web Information**	Analyzing Bias and Website Evaluation	Lesson: Examining bias in web content Activity: Evaluating websites using the D.E.A.L. method
5	**Unit Assessment**	Synthesis of Unit Concepts	Assessment: Evaluate students' understanding through a comprehensive assessment covering research, source evaluation, and copyright concepts

Unit 36: Web Research Assessment

Unit Overview

The "Seek It" unit series comprises multiple sections, each focusing on essential aspects of internet navigation and information retrieval. In Lesson 1, students explore the Internet and the World Wide Web, understanding their origins and the role of ARPANET. Lesson 2 delves into the significance of Uniform Resource Locators (URLs), explaining IP addresses, DNS, and the categorization of domains. Lesson 3 shifts to practical skills, teaching students to customize web browsers, addressing components like the address bar, tabs, and bookmarks. The subsequent "Find It" section introduces tools and techniques for effective information searching, covering search engines, basic and advanced search techniques, and the importance of reviewing search results. Finally, the "Evaluate It" section guides students in critically examining web information, understanding ethical use, avoiding plagiarism, and gaining insights into copyright laws, fair use, public domain, and Creative Commons licensing. The overarching goal is to equip students with comprehensive digital literacy skills, emphasizing responsible use and respect for intellectual property.

SOL Standard

CSF.2. The student will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.

CSF.3. The student will explain the role of protocols in transmitting data across networks and the Internet.

CSP.3.a. One computer to communicate with another over an Internet connection.

DC.C.h. Students appropriately use, cite, and share digital and print intellectual property according to copyright/Fair Use Doctrine.

KC.A.h. Students plan and employ effective research strategies to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**The Internet and World Wide Web**	Understanding the infrastructure and service components of the Internet and World Wide Web.	Lesson: Explore the history of the Internet and the World Wide Web, focusing on their origins, purposes, and the role of ARPANET. Discuss how the WWW, invented by Sir Tim Berners-Lee, utilizes hypertext documents and multimedia content. Activity: Engage in a discussion on the transformative impact of the Internet on global communication.
2	**Understanding URLs**	Grasping the components of a URL and the mechanisms behind website addressing.	Lesson: Delve into IP addresses, the Domain Name System (DNS), and the breakdown of data into packets for internet transmission. Discuss various domain types and dissect the structure of a URL. Activity: Practice constructing URLs for hypothetical websites, emphasizing the importance of each component.
3	**Practice – Customizing a Browser**	Navigating and customizing web browsers for an optimized online experience.	Lesson: Examine the basic features of web browsers, including the address bar, navigation buttons, tabs, and bookmarks. Explore how users can customize their browsing experience, changing the home page, setting a default search engine, and clearing browsing history. Activity: In small groups, customize browser settings and discuss the reasons behind their choices.
4	**Tools and Techniques to Find Information**	Utilizing search engines effectively to retrieve	Lesson: Introduce the concept of search engines, focusing on how they index content and present results. Teach basic search techniques and the parts of a search result.

		relevant information.	Activity: Conduct practical exercises using search engines to find information, emphasizing the importance of reviewing results before clicking.
5	**Unit Assessment**	Synthesis of Unit Concepts	Activities/Assessment: Conduct a comprehensive assessment covering the entire unit, evaluating students' understanding of Internet basics, URL structures, browser customization, and effective information retrieval. Include a practical task where students showcase their ability to use search engines, customize browsers, and navigate web content ethically. Allow room for questions, discussions, and reflections on the unit.

Unit 37: NOVA Cybersecurity Lab

Unit Overview

In this comprehensive computer science module, the focus is on key concepts such as coding, password protection, social engineering, and network security. The objective is to provide a deep understanding of how encryption safeguards privacy and to explore the diverse roles played by hackers in the digital realm. The learning approach combines theoretical knowledge with practical application, delving into recent examples of network security breaches and analyzing corporate responses to these threats. The culmination involves a hands-on exercise where students write or adapt a program, testing their understanding, critical thinking, and problem-solving skills. The program developed demonstrates proficiency in input validation and implementing security measures to prevent common vulnerabilities, offering a real-world application of learning and preparing students for future challenges in computer science and cybersecurity. The module includes engaging videos and discussions, such as "Cybersecurity 101" introducing the NOVA Cybersecurity Lab game, exploring the evolution of the Internet, and addressing cyber threats. Subsequent lessons cover hacking and privacy, the importance of encryption in "Cyber Codes," and a practical Cybersecurity Lab game, emphasizing coding, password protection, social engineering, and cyber defense challenges.

SOL Standard

CSF.5. The student will identify and explain ways that sensitive data (assets) can be threatened by malware and other computer attacks, using appropriate terminology.

CSF.6. The student will give examples of ways to protect sensitive data (assets) from malware and other computer attacks and evaluate them according to multiple criteria.

CSF.7. The student will explain typical tradeoffs between usability and security and recommend security measures in a given scenario based on these (or other) tradeoffs.

CSF.19. The student will use predefined functions to simplify the solution of a complex problem.

CSF.25. The student will explain the privacy concerns related to the collection and generation of data through automated processes that are not always evident to users.

CSP.5.The student will explain symmetric and asymmetric encryption as they pertain to messages being sent on a network.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.15. The student will use code written by others by reading the documentation and incorporating it into their programs using proper citation of the reused code.

DC.A.h. Students autonomously curate their digital identities and portfolio while acknowledging and understanding the long term effects of their virtual actions.

DC.B.h. Students participate in collaboration and communication with local and/or global communities using positive, safe, legal, and ethical habits (established behaviors).

DC.D.h. Students practice safe and responsible sharing of their personal data online while learning how it is collected, stored online, and what is publicly available.

KC.B.h. Students assess the quality of evidence and data found in selected digital sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students evaluate information and graphics for prejudice, false data, misrepresentation, and misleading data.

Day	Section	Key Concept	Lesson/Activity
1	**Cyber 101**	Importance of Cybersecurity	Lesson: Explore the evolution of the Internet and cybersecurity strategies using the NOVA Cybersecurity Lab game. Activity: Answer discussion questions on the Internet's original purpose, connected devices, computer protection, and challenges in creating a perfectly safe Internet.
2	**Hacking and Privacy**	World of Hackers and Online Risks	Lesson: Examine hackers' motives, ethical considerations, and dangers of sharing personal information online through NOVA Cybersecurity Lab videos.

			Activity: Participate in discussions on hacking, non-computing hacks, reasons for hacking, and protective measures.
3	**Cyber Codes**	Encryption and Online Information Security	Lesson: Learn how encryption safeguards online information, tracing the historical use of codes and understanding public-key cryptography. Activity: Engage in discussions on the consequences of non-encrypted information, historical use of codes, functioning of public-key cryptography, and types of encrypted and vulnerable data.
4	**Cybersecurity Lab**	Game- Based Learning for Cyber Defense	Lesson: Explore the Cybersecurity Lab game, focusing on coding, password protection, social engineering, and network security challenges. Activity: Complete challenges, including coding, password-cracking, social engineering, and network cyber battles.
5	**Unit Assessment**	Synthesis of Cybersecurity Concepts	Description: Culminate the learning journey with a hands-on exercise where students write or adapt a program, testing their understanding of course material and applying critical thinking and problem-solving skills. The exercise emphasizes input validation and implementing security measures against common vulnerabilities. Additionally, students download and fill out the Cybersecurity Lab Questionnaire as part of the assessment.

Unit 38: Basic Data Cleaning in Python

Unit Overview

In this comprehensive unit on data analysis and data science, participants will develop essential skills in utilizing data analysis tools and techniques to identify patterns within complex data systems. The unit emphasizes the significance of data science in extracting insights for informed decision-making and innovation. It underscores the critical role of data cleaning, introducing Python essentials such as variables, data types, and basic operations. With a focus on the Pandas library, participants engage in practical exercises to master Python data cleaning techniques. By the end of the unit, individuals are expected to be proficient in using Python for data analysis, equipped with the ability to unravel and interpret complex data patterns, a crucial competency in the ever-evolving field of data science. The unit covers introductory topics in data science, underscores the importance of data cleaning in accurate analysis, introduces Python basics for data cleaning, explores Pandas for data analysis, and provides interactive modules on data cleaning techniques and choosing visualizations based on data. The unit concludes with a case study project, applying data cleaning and analysis techniques to a real-world dataset, reinforcing practical application and critical thinking skills.

SOL Standard

CSF.11. The student will use data analysis tools and techniques to identify patterns in data representing complex systems.

CSF.12. The student will develop a program working individually and in teams using a text-based language.

CSF.17. The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.18. The student will apply the basic operations used with numeric and non-numeric data types in developing programs.

CSF.20. The student will apply simple algorithms to a collection of data.

CSP.6.The student will discuss the methods and tradeoffs of collecting and analyzing data elements on a large scale.

CSP.8.The student will discuss how data representations can be interpreted in a variety of forms, convert between data representations, and analyze the representation tradeoffs among various forms of digital information.

PRG.1. The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.2. The student will create programs that model the relationships among different elements in collections of real-world data.

PRG.4. The student will design and implement a program working individually and in teams using a text-based language.

PRG.6.a. With compound conditional execution, and analyze and evaluate complex Boolean conditions.

PRG.8. The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.9.b. On strings, including substring manipulation and processing individual characters.

PRG.10. The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.

PRG.12. The student will implement an algorithm that uses existing functions and accesses existing libraries or APIs to satisfy its requirements.

ID.C.h. Students autonomously select and use appropriate technologies in a cyclical design process to develop, test, and refine prototypes understanding the role of trial and error and setbacks as potential opportunities for improvement.

CT.A.h. Students demonstrate how to identify, explore, and solve a real-world problem using technology-assisted methods such as data analysis, modeling, or algorithmic thinking.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Data Science**	Significance of Data Science	Lesson: Understand the role of data science in decision-making, innovation, and problem-solving. Activity: Explore the importance of data science through real-world examples and scenarios.
2	**The Role of Data Cleaning**	Importance of Data Cleaning	Lesson: Delve into the significance of data cleaning in data analysis. Activity: Discuss the impact of inaccurate data on analysis and explore common data cleaning techniques.
3	**Introduction to Python Basics**	Variables and Data Types	Lesson: Explore basic Python concepts like variables, data types, and their role in data cleaning. Activity: Engage in practical exercises to create variables and manipulate data types
4	**Exploring Pandas for Data Analysis**	Pandas and Data Manipulation	Lesson: Understand the importance of Pandas in data analysis. Activity: Explore basic Pandas operations, including reading data, viewing data, and basic manipulations.
5	**Unit Assessment**	Synthesis of Unit Concepts	Description: Culmination of learning with a hands-on exercise applying coding, password protection, and cybersecurity measures. Activity: Complete the Cybersecurity Lab Questionnaire and reflect on the acquired skills in computer science and cybersecurity.

Unit 39: Simple Algorithms to a Collection of Data

Unit Overview

In the "Simple Algorithms to a Collection of Data" unit, you'll explore the world of algorithms, the step-by-step instructions driving modern computing. Comparable to recipes in a cookbook, algorithms, ranging from basic arithmetic to sorting extensive datasets, form the backbone of computer programs. Delve into sorting and searching algorithms, understanding their applications in data analysis, decision-making, and problem-solving. This interactive unit provides hands-on exercises, allowing you to apply and comprehend algorithmic power in the digital realm, culminating in a case study project applying data cleaning and analysis techniques on a real-world dataset.

SOL Standard

CSF.11. The student will use data analysis tools and techniques to identify patterns in data representing complex systems.

CSF.15.a Sequencing of instructions.

CSF.18. The student will apply the basic operations used with numeric and non-numeric data types in developing programs.

CSF.19. The student will use predefined functions to simplify the solution of a complex problem.

CSF.20. The student will apply simple algorithms to a collection of data.

CSF.21.a. Demonstrating an understanding that program development is an ongoing process that requires adjusting and debugging along the way.

CSF.21.b. Using version control to create and refine programs.

CSP.6.The student will discuss the methods and tradeoffs of collecting and analyzing data elements on a large scale.

CSP.7. The student will select data collection tools and techniques to generate data sets that support a claim or communicate information. Implement a relational database to work with data.

CSP.12. The student will systematically debug a program using an appropriate set of data.

PRG.2. The student will create programs that model the relationships among different elements in collections of real-world data.

PRG.15. The student will use code written by others by reading the documentation and incorporating it into their programs using proper citation of the reused code.

PRG.17. The student will adapt classic algorithms for use in a particular context and analyze them for effectiveness and efficiency.

PRG.18. The student will develop and use a series of test cases to verify that a program performs according to its design specifications, including edge cases and all branches.

PRG.19. The student will, through the process of code review, evaluate a program's correctness, readability, usability, and other factors.

PRG.20. The student will use a systematic approach and debugging tools to independently debug a program.

CT.B.h. Students use appropriate technologies to collect, organize, interpret, and analyze data sets to predict outcomes, draw conclusions, solve problems, and make evidence-based decisions.

Day	Section	Key Concept	Lesson/Activity
1	**Introduction to Data Science**	Overview of Data Science	Lesson: An introduction to the exciting and rapidly growing field of Data Science. Activity: Understanding the significance of Data Science in various sectors.
2	**Mastering the Art of Data Cleaning in Python**	Data Cleaning Importance	Lesson: Emphasizing the importance of Data Cleaning for accurate analysis. Activity: Introducing Python basics and practical exercises on Pandas library for data cleaning techniques.
3	**Introduction to Python Basics for Data Cleaning**	Python Essentials	Lesson: Exploring Python basics like variables, data types, and basic operations. Activity: Engaging in practical exercises to master Python data cleaning techniques.
4	**Exploring Pandas for Data Analysis**	Importance of Pandas	Lesson: Understanding the significance of Pandas in data analysis.

			Activity: Exploring basic Pandas operations, reading data, viewing data, and handling large datasets.
5	**Assignment: Case Study Project**	Applying Data Cleaning and Analysis	Task: Applying data cleaning and analysis techniques on a real-world dataset, focusing on health, nutrition, and lifestyle information.

Virtual Learning Academy

Visual Arts I

Unit 1: Introduction to Visual Arts

Unit Overview

In this unit on visual arts, students will delve into the multifaceted realm of artistic expression, beginning with an exploration of the definition and significance of art. Emphasizing the universal language of visual mediums, such as painting and sculpture, the unit aims to cultivate a foundational understanding of art's role in society, fostering creativity, critical thinking, and self-expression. The module encourages students to reflect on personal experiences with art, recognizing its role in shaping perspectives and influencing creative journeys. Safety procedures in the art studio are also addressed, emphasizing the importance of protective gear, proper ventilation, storage, cleanliness, and awareness of first aid and fire safety. Through this comprehensive approach, students are equipped not only with artistic knowledge but also with the tools to engage in artistic activities safely and responsibly. The unit underscores the transformative power of art as a source of personal growth, cultural enrichment, and inspiration in the journey of self-discovery.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

Day	Key Concept	Lesson/Activity
1	Definition and Significance of Art	Lesson: Explore the diverse forms of human expression through visual mediums. Activity: Reflect on the universal language of art and its role in creativity and self-discovery.
2	Importance of Art in Education and Society	Lesson: Examine the critical role of art in fostering creativity, critical thinking, and cultural preservation. Activity: Discuss how art contributes to emotional well-being and societal enrichment.
3	Reflecting on Personal Experiences	Lesson: Encourage students to reflect on their unique journeys with art. Activity: Share and discuss personal experiences, emphasizing the value of individual perspectives in artistic endeavors.
4	Essential Safety Procedures	Lesson: Establish safety measures in the art studio. Activity: Demonstrate and practice key safety procedures, including proper use of protective gear, ventilation, storage, and first aid awareness.
5	Culmination and Unit Assessment	Description: Review and synthesize key concepts learned throughout the unit. Activity: Engage in a unit assessment or a culminating project that incorporates understanding of art definition, importance, personal connection, and safety procedures.

Unit 2: The Elements of Art

Unit Overview

In this unit, we delve into the foundational elements of art, comparable to the building blocks of science found in the periodic table. Exploring line, shape, form, space, and value, we unravel the language of art one element at a time. Emphasizing the importance of comprehending these elements, we recognize their role as the fundamental components shaping artistic creations. From the versatility of lines in directing attention to the interplay between geometric and organic shapes/forms, we navigate the intricacies of two-dimensional and three-dimensional art. Unveiling the significance of space, both positive and negative, we explore the delicate balance that enhances the overall visual impact of an artwork. Additionally, we delve into shading techniques to breathe life into three-dimensional drawings, mastering aspects such as light source, highlights, shadows, and value. The unit concludes by demystifying six techniques that artists employ to create the illusion of depth on a two-dimensional surface, ranging from overlapping and size variation to atmospheric and linear perspective.

SOL Standard

VA.AI.14 The student will use observational skills to create works of art.

Day	Key Concept	Lesson/Activity
1	Elements of Art	Lesson: Introduce the seven elements of art. Activity: Discuss the importance of understanding these elements in art.
2	Exploring Lines	Lesson: Explore the significance of lines in art. Activity: Identify actual and implied lines in various illustrations.
3	Shape and Form	Lesson: Discuss geometric and organic shapes/forms. Activity: Create drawings using basic geometric and organic shapes.
4	Understanding Space	Lesson: Define positive and negative space. Activity: Engage in exercises to explore and manipulate positive and negative space.
5	Assessment Day	Description: Review elements of art and depth techniques. Activity: Conduct a culminating assessment through a project incorporating the learned concepts.

Unit 3: Principles of Design

Unit Overview

In this introductory lesson, students embark on a creative journey to explore the fundamental principles of design that govern the world of art. Analogous to life's rules, artists adhere to these principles to bring order and aesthetic coherence to their creations. The lesson kicks off with an exploration of six key principles: unity, variety, balance, emphasis, rhythm, and movement. Unity is likened to harmonizing elements in art, showcasing the importance of blending similar elements for a visually pleasing outcome. A cautionary note accompanies the discussion on unity, emphasizing the need for balance achieved through the principle of variety. As students delve into the intricate world of balance, they encounter the three types: formal, informal, and radial, each contributing to a stable yet captivating artistic composition. The subsequent principles of emphasis, rhythm, and movement unfold, guiding students on how to draw attention, infuse activity, and orchestrate visual journeys within their artwork. Throughout this lesson, the overarching objective is to instill a foundational understanding of these principles, setting the stage for a deeper exploration in the subsequent sessions.

SOL Standard

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.14 The student will use observational skills to create works of art.

Day	Key Concept	Lesson/Activity
1	What are Principles?	Lesson: Introduction to Principles of Design Activity: Reflecting on the Importance of Design Principles
2	Unity	Lesson: Exploring Unity in Art Activity: Creating Artwork Emphasizing Unity
3	Variety	Lesson: Understanding the Role of Variety Activity: Incorporating Variety in Art Pieces
4	Balance	Lesson: Balancing Elements in Art Activity: Creating Balanced Artwork (Formal, Informal, and Radial)
5	Assessment	Lesson: Emphasizing, Creating Rhythm, and Guiding Movement in Art Activity: Assessment - Applying Principles in a Final Artwork

Unit 4: What is Media Art?

Unit Overview

In this comprehensive lesson, students will embark on a journey into the diverse world of media arts, ranging from digital art, film, interactive media, and sound art to the enduring importance of traditional media like drawing and painting. The unit objective emphasizes not only understanding these various art forms but also delving into practical techniques within media arts, such as digital painting, graphic design, animation, 3D modeling, and video editing. This knowledge is positioned as a powerful tool for artistic expression and communication, empowering students to make informed choices in their creative endeavors. The lesson navigates through the dynamic landscape of media arts in the digital age, highlighting key types and showcasing the ever-evolving nature of creativity. Students explore digital art, video and film, interactive media, and sound art, recognizing the active engagement of audiences in shaping artistic experiences. Traditional media in visual arts, including drawing, painting, sculpture, and printmaking, are presented as foundational elements connecting contemporary creators to the rich tapestry of human artistic heritage. The lesson concludes with an exploration of techniques and applications, providing insights into the real-world scenarios where these skills play a pivotal role across various industries. Whether venturing into digital painting, graphic design, animation, 3D modeling, or video editing, students are encouraged to embrace their creativity, experiment with different forms, and embark on a captivating journey of self-expression and discovery in the realm of visual arts.

SOL Standard

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

VA.AI.11 The student will identify and describe relationships between music, dance, theatre, visual art, and non-arts fields of knowledge.

VA.AI.14 The student will use observational skills to create works of art.

Day	Key Concept	Lesson/Activity
1	Understanding Media Arts	Lesson: Introduction to the diverse world of media arts, including digital art, film, interactive media, sound art, and traditional media. Activity: Discussion on the impact and evolution of media arts, exploring key types and their significance.
2	Exploring Digital Art	Lesson: Delving into the realm of digital art, covering techniques and tools. Activity: Hands-on experience with digital painting software, creating basic digital artworks.
3	Unveiling the World of Motion Pictures	Lesson: Understanding the role of video and film in media arts, exploring camera techniques, editing, and animation. Activity: Analyzing and discussing iconic film scenes for their artistic elements.
4	Interactive Media and Sound Art	Lesson: Exploring interactive media and sound art, emphasizing audience engagement and sensory experiences. Activity: Designing simple interactive installations and experimenting with soundscapes.
5	Unit Assessment	Assessment Day: Evaluation of students' understanding through a comprehensive assessment covering key concepts and practical applications discussed throughout the unit.

Unit 5: Personal Expression in Art

Unit Overview

In this comprehensive unit, students delve into the intricate realm of visual arts, aiming to grasp the profound ways in which artists communicate personal ideas and emotions. The journey unfolds through the exploration of key concepts, including the power of visual communication, the role of diverse media in art, and the intricate use of symbols and metaphors. Symbols, such as the dove symbolizing peace, and metaphors, exemplified by van Gogh's "Starry Night," are dissected to reveal layers of meaning. The unit further guides students in the creation of personal art as a transformative journey, emphasizing the act of self-discovery and expression that transcends language. Lastly, the importance of art in society and education is underscored, encouraging students to appreciate the dynamic form of expression while equipping them with critical thinking skills. The unit concludes with an invitation to continue the exploration of visual arts, recognizing its capacity to inspire, challenge, and provoke thought.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.15 The student will exercise increasing skill and control in the use of media and techniques.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	The Power of Visual Communication	Lesson: Introduction to the unit objective and the role of art in communication. Activity: Reflecting on personal experiences with art and its communicative power.
2	The Role of Media in Art	Lesson: Exploring various artistic media and their impact on artistic expression. Activity: Experimenting with different art materials and reflecting on how media choices can influence artistic messages.
3	Symbols and Metaphors in Art	Lesson: Analyzing the use of symbols in art and their cultural significance. Activity: Creating personal artworks incorporating symbols and discussing the meaning behind chosen symbols.
4	Metaphors in Famous Artworks	Lesson: Studying famous artworks and understanding the metaphors employed by celebrated artists. Activity: Creating a discussion forum for students to share interpretations and insights about the metaphors in the discussed artworks.
5	Assessment	Assessment: Reflecting on the entire unit, discussing how personal art can contribute to societal conversations, and the role of art in society. Concluding remarks on the significance of art education.

Unit 6: The Creative Process

Unit Overview

In this comprehensive unit, students will discover that creativity is not an exclusive talent but a learnable skill. The curriculum guides them through understanding the intricacies of the creative process, elucidating how it establishes connections between their ideas, emotions, and artistic expressions. Students will navigate each step of this transformative journey, from formulating insightful questions and conducting research to the free-flowing exercise of brainstorming, translating ideas into preliminary sketches, planning, refining, reflecting, and maintaining a process art portfolio. The unit emphasizes the significance of sharing their creations in exhibitions. By the unit's conclusion, students will possess the confidence and skills to embark on their artistic endeavors, narrate their unique stories, and craft art resonating with both personal meaning and broader audiences, all while embracing the boundless possibilities of their creativity. The lessons delve into the essence of creativity, elucidate the importance of the creative process as a bridge between internal worlds and external expressions, and systematically explore the practical steps of this dynamic journey. Through guided exercises like developing questions, conducting research, and maintaining a process art portfolio, students will learn to harness the transformative power of the creative process, ultimately realizing that creativity is an accessible and limitless realm for everyone.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.b. Research.

VA.AI.2.c. Brainstorm.

VA.AI.2.d. Develop preliminary sketches.

VA.AI.2.e. Plan.

VA.AI.2.f. Refine.

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

VA.AI.2.i. Recognize the role of exhibition as part of the creative process.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

Day	Key Concept	Lesson/Activity
1	The Essence of Creativity	Lesson: Introduction to the dynamic nature of creativity and its accessibility to all. Activity: Reflecting on personal notions of creativity.
2	Why the Creative Process Matters	Lesson: Understanding the significance of the creative process as a bridge between internal ideas and external expressions. Activity: Mapping personal creative journeys.
3	Steps of the Creative Process	Lesson: Exploring the sequential steps of the creative process. Activity: Formulating personal artistic questions for inquiry.
4	Steps of the Creative Process	Lesson: Delving into the refinement phase and maintaining a process art portfolio. Activity: Developing preliminary sketches.
5	Unit Assessment	Assessment: Evaluation of students' comprehension of the creative process and its application. Reflection on personal growth.

Unit 7: Research in Art

Unit Overview

In today's unit, students embark on a captivating exploration of the multifaceted world of art research, delving into the profound significance of art in our lives and unraveling the critical role that historical and cultural context plays in shaping artistic expression. Within the virtual classroom, a journey unfolds to connect creativity, inquiry, and the human experience. Art research emerges not as a scholarly pursuit but as a dynamic process igniting the fires of creativity, guiding individuals from initial inspiration to the realization of a unique artistic vision. By delving into the lives and works of renowned artists across different periods and cultures, students witness struggles, triumphs, and artistic evolution, drawing inspiration and gaining insights into diverse artistic possibilities. The exploration broadens horizons, encouraging students to step beyond their comfort zones, explore various art forms, and appreciate beauty in unexpected places. The importance of art in our lives is emphasized as a mirror reflecting the human experience, transcending aesthetics to evoke emotions, spark conversations, and provoke change. Historical and cultural context emerges as a crucial aspect, unveiling the motivations behind artists' choices and the societal influences shaping each artwork. Students, as budding artists, are encouraged to recognize this context, infusing depth into their creations, while as appreciators of art, they learn to decipher layers of significance within encountered artworks. This online classroom experience guides 9th-grade students through dynamic realms of art research, fostering an appreciation for the transformative power of art and inspiring a continued exploration of the diverse, vibrant universe of visual arts.

SOL Standard

VA.AI.2.b. Research.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.6.b. Explore works of historical and contemporary art movements.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	Art Research: Gateway to Creativity	Lesson: Introduction to Art Research - Understanding the role of art research in the creative process. Activity: Exploring artworks and identifying elements of inspiration.
2	Expanding Horizons and Cultivating Artistic Sensibility	Lesson: Broadening perspectives through art exploration - Embracing diverse artistic expressions and challenging preconceptions. Activity: Analyzing the impact of art on emotions and perceptions.
3	The Importance of Art in Our Lives	Lesson: Unveiling the significance of art in our lives - Beyond aesthetics. Activity: Reflection on personal connections with art and its universal language.
4	Historical and Cultural Context: Shaping Artistic Expression	Lesson: Understanding how historical and cultural context shapes artistic expression - Analyzing selected artworks in context. Activity: Group discussion and presentation of findings.
5	Unit Assessment	Culmination of the unit with a comprehensive assessment or synthesis activity, allowing students to apply their knowledge and insights gained throughout the lessons.

Unit 8: Unleashing Creativity

Unit Overview

In this comprehensive artistic unit, students delve into the fundamental aspects of the creative process, immersing themselves in the heart of visual arts. The journey begins with an exploration of brainstorming and preliminary sketches, where the mind is likened to fertile soil cultivating the seeds of creativity. Students engage in a dynamic process of exploration and experimentation, allowing ideas to flourish freely. The unit then progresses to the crucial components of techniques and strategies, serving as the compass and map in navigating the expansive landscape of visual arts. Here, students learn specific skills and methods to bring their creative ideas to life, coupled with plans and approaches to execute their artistic vision effectively. The unit culminates in the transformative phases of refinement and planning, emphasizing the sculpting away of excess and the deliberate choices that breathe life into artwork. As budding artists embark on this voyage, they are encouraged to embrace the foundation laid by brainstorming and preliminary sketches, utilize techniques and strategies as trusted companions, and let refinement and planning shape their unique artistic voices. The unit envisions every artwork as a journey from a spark of creativity through meticulous craftsmanship to a refined masterpiece, with the world of visual arts awaiting their boundless creative exploration.

SOL Standard

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.c. Brainstorm.

VA.AI.2.d. Develop preliminary sketches.

VA.AI.2.e. Plan.

VA.AI.2.f. Refine.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

Day	Key Concept	Lesson/Activity
1	Understanding the creative journey	Lesson: Exploring the fundamentals of the artistic process Activity: Reflect on personal creativity and artistic goals
2	Brainstorming and Preliminary Sketches	Lesson: Engaging in brainstorming and preliminary sketches Activity: Creating initial sketches inspired by Jane Austen's work
3	Techniques and Strategies	Lesson: Learning essential techniques and strategies Activity: Practicing specific skills related to chosen medium
4	Refinement and Planning	Lesson: Embracing refinement and planning Activity: Sculpting and chiseling away excess to refine artwork
5	Assessment	Description: Synthesizing unit concepts and completing an assessment to showcase understanding and growth

Unit 9: Personal Portfolios

Unit Overview

In this unit, students will develop a comprehensive understanding of the pivotal role played by art portfolios as indispensable tools for artists to showcase their skills, creativity, and growth. The curriculum equips students with the requisite knowledge and skills to establish both traditional and digital art portfolios, emphasizing effective curation, documentation, and presentation of their artwork to communicate their artistic vision and journey to a broader audience. Beyond technical proficiency, the unit fosters critical thinking skills through the selection and organization of artwork, enhancing students' capacity for self-reflection and artistic expression. The importance of art portfolios is underscored as windows to one's creative soul, serving as comprehensive records of artistic growth and acting as the first impression in various applications. The unit further guides students through the setup of a digital art portfolio, emphasizing platform selection, image quality, and the creation of an artist statement. Similarly, setting up a traditional art portfolio involves considerations of case selection, artwork curation, thoughtful organization, and maintaining a neat and professional presentation. The overarching message is that art portfolios transcend mere compilations, becoming dynamic reflections of an artist's essence and journey, leaving an indelible mark on the canvas of the art world. Through unwavering passion and purpose, students embark on the exciting journey of portfolio construction, allowing their creativity to shine brilliantly, stroke by stroke, for all to witness.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.15 The student will exercise increasing skill and control in the use of media and techniques.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

Day	Key Concept	Lesson/Activity
1	Understanding the significance of art portfolios	Lesson: Exploring the importance of art portfolios Activity: Reflecting on personal artistic goals
2	Importance of Art Portfolios	Lesson: Discussing the role of portfolios in applications and career opportunities Activity: Analyzing personal artistic growth through portfolios
3	Setting Up a Digital Art Portfolio	Lesson: Guide on setting up a digital art portfolio Activity: Selecting a platform and creating an online portfolio
4	Setting Up a Traditional Art Portfolio	Lesson: Essential steps for a traditional art portfolio Activity: Choosing a portfolio case and selecting artworks
5	Assessment	Description: Synthesizing unit concepts, reflecting on portfolio creation, and completing an assessment to demonstrate understanding and growth

Unit 10: The Role of Exhibition

Unit Overview

In this engaging unit on art exhibitions, participants will embark on a captivating exploration of the pivotal role these showcases play in the visual arts. By the end of the lesson, individuals will attain a profound understanding of exhibitions—moving beyond mere displays to appreciate them as platforms for artists to share creativity and perspectives. The unit delves into the nuanced significance of exhibitions, elucidating their transformative impact on artistic expression, cultural exchange, and inspiration. As part of this comprehensive journey, budding artists will learn the intricacies of preparing artwork for exhibition, ranging from crafting a cohesive body of work to considerations of presentation, framing, and lighting. The unit further emphasizes the importance of networking, promotion through social media, and hosting opening receptions, providing a holistic guide to help artists effectively communicate their unique artistic narratives. Through this immersive experience, participants are encouraged to embrace the vibrant world of exhibitions, recognizing them not only as spaces to display art but as dynamic mediums for communication, inspiration, and community building within the art world.

SOL Standard

VA.AI.2.g. Reflect.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.7 The student will identify ways to engage the school community through the visual arts.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	Understanding the role and significance of exhibitions	Lesson: Delving into the world of art exhibitions Activity: Exploring the concept of exhibitions and their storytelling aspect
2	Exploring the transformative impact of exhibitions	Lesson: Recognizing the multifaceted significance of exhibitions Activity: Discussing the role of exhibitions in artistic expression, cultural exchange, and inspiration
3	Preparation for Showcasing Your Work	Lesson: Preparing artwork for exhibition Activity: Creating a cohesive body of work, selecting pieces, and understanding the importance of presentation
4	Preparation for Showcasing Your Work (Continued)	Lesson: Further guidance on presentation, promotion, and networking for exhibitions Activity: Considering framing, lighting, and engagement with art communities
5	Assessment	Description: Synthesizing unit concepts, reflecting on the importance of exhibitions, and completing an assessment to demonstrate understanding and preparation for showcasing artwork

Unit 11: Art Criticism and Aesthetics

Unit Overview

In this comprehensive lesson on art criticism, we embark on a journey to understand and appreciate art beyond surface impressions. Art criticism involves a systematic four-step process: describing, analyzing, interpreting, and judging. The first step, describing, requires an objective listing of elements like objects, people, and the medium. Next, in the analysis phase, we explore how principles of design organize these elements. Moving to interpretation, we delve into deciphering the artwork's meaning and mood, allowing our imagination to unfold. Finally, judging involves a thoughtful evaluation of the artwork's success, considering personal preference, aesthetics, and the artist's message. Illustrated by masterpieces like Van Gogh's "The Potato Eaters" and Degas' "Le Foyer de la danse," this lesson equips us with the tools to engage with art intelligently and express our opinions with informed reasoning.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large

VA.AI.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.15 The student will exercise increasing skill and control in the use of media and techniques.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

Day	Key Concept	Lesson/Activity
1	Introduction to Art Criticism	Lesson: Overview of the importance of art criticism and the role of art critics. Activity: Discussion on personal perceptions of art.
2	Elements of Art and Facts Gathering	Lesson: Understanding the importance of describing artworks objectively. Activity: Describing assigned artworks with a focus on factual information.
3	Principles of Design and Composition	Lesson: Exploring the principles of design and composition in artworks. Activity: Analyzing artworks in terms of unity, variety, balance, emphasis, rhythm, and movement.
4	Extracting Meaning and Mood	Lesson: Delving into the interpretation of artworks, understanding mood, and deciphering the artist's message. Activity: Interpreting assigned artworks and discussing varied perspectives.
5	Assessment	Lesson: Final discussion and assessment of the entire art criticism process. Review and application of learned concepts on a new artwork.

Unit 12: Communication of Ideas and Visual Organization

Unit Overview

In this comprehensive unit, students embark on an exciting exploration of art's multifaceted role as a potent means of communication, unraveling the intricate ways in which artists utilize visual elements such as color, lines, shapes, and forms to express emotions, convey ideas, and provoke thought. Delving into the principles of balance, unity, contrast, emphasis, and rhythm, students uncover the hidden language of visual organization in art. The unit delves into art's universal language, transcending barriers to communicate complex ideas, emotions, and societal narratives. Students analyze artworks as tools for emotional expression, social commentary, cultural representation, and personal narratives. Visual organization principles become the alphabet of this language, enabling students to decipher the intricate tapestry of art and understand how artists masterfully arrange visual elements to create compositions that resonate and captivate. By exploring the intersection of communication and visual organization, students recognize art's unique enchantment, where the expression of ideas seamlessly blends with the meticulous craft of design principles. The unit concludes by emphasizing art's multifaceted nature and its profound role in self-expression, social commentary, and cultural exploration, urging students to embrace its capacity to convey intricate ideas through visually captivating and meaningful compositions.

SOL Standard

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

Day	Key Concept	Lesson/Activity
1	Art's Role as Universal Language	Lesson: Explore how art serves as a universal language for communication. Activity: Discuss emotional expression in art.
2	Art as Social Commentary and Representation	Lesson: Examine art as a tool for social commentary and cultural representation. Activity: Analyze artworks with social narratives.
3	Principles of Design	Lesson: Understand visual organization principles like balance, unity, contrast, emphasis, and rhythm. Activity: Apply principles to artwork analysis.
4	Application of Visual Organization	Lesson: Apply visual organization principles in crafting compositions. Activity: Create artwork focusing on balance, unity, and emphasis.
5	Unit Assessment	Assessment: Evaluate understanding through artwork analysis and creation. Synthesis: Discuss the fusion of communication and visual organization in art.

Unit 13: Formulating Art Definitions

Unit Overview

In this unit, students embark on an exploration of the diverse and personal meanings of art, cultivating their unique definitions and recognizing their role as tools guiding artistic choices. As they delve into the world of art, likened to a colorful puzzle with each person's interpretation being distinct, students explore art as a form of personal expression and a magical playground for imagination. The journey includes a reflection on the importance of individual definitions, acknowledging their significance in real-world scenarios such as explaining the emotional impact of artworks, participating in community discussions about public art, and influencing personal artistic choices. The unit culminates with an understanding of the interconnectedness of art and architecture, illustrating how both contribute to shaping the world through the fusion of functionality, aesthetics, and cultural significance. Students are encouraged to embrace the diversity of art ideas, recognizing their unique definitions as powerful tools for engaging in meaningful discussions and connecting with the world through the language of art.

SOL Standard

VA.AI.2.g. Reflect.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

Day	Key Concept	Lesson/Activity
1	Diverse Meanings of Art	Lesson: Explore and discuss individual perspectives on art's diverse meanings. Activity: Reflect on personal definitions of art.
2	Importance of Definitions	Lesson: Understand the significance of personal art definitions in guiding artistic choices. Activity: Discuss scenarios where definitions influence responses to artworks.
3	Understanding Why Art Definitions Matter	Lesson: Examine how personal art definitions impact discussions about artworks. Activity: Engage in conversations about specific artworks, expressing personal views.
4	Art's Impact on Society	Lesson: Explore how art definitions play a role in societal discussions and perceptions. Activity: Participate in discussions about community artworks.
5	Assessment	Assessment: Evaluate students' understanding of personal art definitions, their role in artistic choices, and societal impact. Activity: Students present reflections and engage in a discussion about the interconnectedness of art and architecture.

Unit 14: Art History

Unit Overview

In the lesson "Historical and Cultural Influences," students will embark on a fascinating journey into the intricate tapestry of art, exploring its historical and cultural influences through the lens of diverse artists and significant art movements. The unit emphasizes the celebration of diversity in the art world, transcending mere representation to enrich our understanding of the human experience. The exploration spans various aspects, from defining diversity in art to uncovering the historical context that has shaped the art world. The impact of diversity on artistic expression is examined, illustrating how it introduces innovation and challenges traditional norms. Students are encouraged to learn from diverse perspectives, fostering empathy and expanding their worldview. The lesson underscores the importance of inclusivity in art education, advocating for the expression of unique identities. The unit culminates in a celebration of the multifaceted nature of human experiences, showcasing how diversity in art serves as a powerful tool for communication, connection, and cultural exchange. Activities include creating a digital collage featuring artists of different backgrounds and researching and presenting a digital slideshow on a chosen art movement, encouraging students to reflect on their influences and contribute to the ever-evolving tapestry of art.

SOL Standard

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.b. Research.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.

VA.AI.6.b. Explore works of historical and contemporary art movements.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	Art's historical and cultural influences	Explore works from diverse artists, understand historical and contemporary art movements.
2	Diverse Artists and Contributions	Delve into diversity, defining its role in art, understanding historical context, and its impact on expression.
3	Exploring Artists from Backgrounds	Explore the lives and works of Frida Kahlo, Jean-Michel Basquiat, Yayoi Kusama, and Chuck Close.
4	How Artists Explore Identity	Examine how artists use personal and cultural narratives in their works, exploring identity and overcoming challenges.
5	Unit Assessment	Students create a digital collage featuring works from artists of different backgrounds. Assess understanding of historical movements and artists.

Unit 15: Cultural Influences on Art

Unit Overview

The unit objective focuses on developing students' understanding of the historical and cultural influences on art. It emphasizes the analysis of art in relation to events, places, cultures, and historical periods, with an evaluation of how social, cultural, and historical context shapes the meaning in works of art and design. The lesson titled "Art as a Mirror to the World" delves into four key aspects. Firstly, it explores how artists respond to significant historical events, exemplified by Otto Dix and Pablo Picasso during the World Wars. Secondly, it investigates how an artist's geographical location, as seen in Vincent van Gogh's works, influences their art. The third aspect delves into the impact of cultural background on artistic expression, illustrated through the influence of African art on modern artists like Picasso. Lastly, it examines art movements during historical periods, such as the Renaissance, through the works of Leonardo da Vinci and Michelangelo. Each section incorporates engaging activities, encouraging students to research, analyze, and explore artworks to gain a deeper understanding of the world reflected in art. The unit culminates in an exploration of the influence of context on art and design, stressing that art is a powerful language reflecting the complexities of human experience and transcending mere representation. The second part of the unit, "The Influence of Context on Art and Design," focuses on the interplay between social, cultural, and historical contexts, using examples such as the Harlem Renaissance, Japanese ukiyo-e prints, and Post-World War II Abstract Expressionism. Through these examples, students are guided to understand that art is not created in a vacuum but is deeply intertwined with the societal, cultural, and historical landscapes in which it originates. Activities prompt students to explore the ways art addresses social issues, cultural values, and historical contexts, fostering a comprehensive appreciation for the multifaceted connections between art and the world it reflects.

SOL Standard

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.b. Research.

VA.AI.2.c. Brainstorm.

VA.AI.2.e. Plan.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

Day	Key Concept	Lesson/Activity
1	Historical and Cultural Reflections	Lesson: Explore how art reflects historical events, places, cultures, and periods. Activity: Research and present an artwork created in response to a significant historical event.
2	Impact of Geographical Location on Art	Lesson: Examine how an artist's geographical location influences their artwork. Activity: Choose an artist known for depicting their local environment and analyze how it is reflected in their artwork.
3	Influence of Cultural Background on Art	Lesson: Investigate the impact of cultural background on artistic expression. Activity: Explore artworks from a culture different from your own and identify the cultural elements depicted.
4	Art Movements and Historical Periods	Lesson: Select an art period and analyze key characteristics. Activity: Choose an artwork from this period and analyze how these characteristics are manifested.
5	Unit Assessment	Reflect on the explored concepts and activities. Assess understanding of historical, geographical, cultural influences on art, and the impact of different historical periods and social contexts.

Unit 16: Engaging Your Local Community Through Art

Unit Overview

This unit aims to equip students in Virginia with an understanding of how art serves as a powerful tool for bridging gaps, fostering empathy, and promoting unity within a community. Students will gain practical strategies for community engagement through art, exploring three tangible approaches: organizing mural painting events, hosting art workshops for all ages, and creating community art exhibitions. Delving into impactful projects, students will discover the transformative potential of their creative talents in addressing local issues. From public art installations addressing community values to art projects fostering social change and vibrant community art gardens, students will learn how their art can inspire positive change, making them catalysts for unity and improvement in their local Virginia community. The unit emphasizes the unique ability of art not only to beautify spaces but also to create connections, nurture creativity, and foster a sense of belonging within diverse communities.

SOL Standard

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.i. Recognize the role of exhibition as part of the creative process.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

VA.AI.7 The student will identify ways to engage the school community through the visual arts.

Day	Key Concept	Lesson/Activity
1	Importance of Community Engagement Through Art	Lesson: Understanding the unit objective focused on bridging gaps, fostering empathy, and promoting unity within the community. Activity: Discussing the importance of community engagement through art.
2	Three Tangible Approaches	Lesson: Exploring practical strategies for community engagement through art, such as mural painting, art workshops, and community art exhibitions. Activity: Brainstorming ideas for community art projects.
3	Community Mural Project	Lesson: Detailed exploration of organizing a mural painting event, involving local artists and community members. Activity: Planning a community mural project.
4	Collaborating on Art Workshops	Lesson: Collaborating with local centers for art workshops, sharing skills, and building connections. Activity: Designing an art workshop for different age groups.
5	Assessment and Reflection	Lesson: Assessing understanding and application of community engagement concepts through a reflection and discussion. Activity: Individual assessments and group reflections.

Unit 17: Ethics in Visual Arts

Unit Overview

In this unit on Ethics in Visual Arts, students will acquire a comprehensive understanding of laws, intellectual property, and ethical considerations in the context of visual arts production. The unit aims to instill in students the importance of balancing individual rights with community needs, emphasizing the significance of intellectual property protection, and guiding them through legal concepts such as copyright, trademark, fair use, and Creative Commons. Delving into the ethical aspects, students will explore the principles that govern ethical decision-making in visual arts production, including the implementation of a Code of Ethics. The unit underscores the responsible creation of content, respect for intellectual property rights, and adherence to ethical standards to ensure professionalism and audience consideration in the visual arts field.

SOL Standard

VA.AI.8 The student will define and follow ethical behaviors when creating works of art and design to include citation of resources.

Day	Key Concept	Lesson/Activity
1	Laws in visual arts production	Lesson: Introduction to laws governing visual arts production. Activity: Discussing the importance of laws in balancing individual rights and community needs.
2	Intellectual Property in visual arts	Lesson: Understanding intellectual property, including copyright, trademark, fair use, and Creative Commons. Activity: Exploring legal concepts related to intellectual property.
3	Copyright laws and consequences	Lesson: In-depth exploration of copyright as a cornerstone of intellectual property law. Activity: Discussing the legal consequences of copyright infringement and the importance of protection symbols.
4	Ethical principles in visual arts production	Lesson: Introduction to ethics and the Code of Ethics. Activity: Discussing voluntary guidelines that help make ethical choices in visual arts production.
5	Assessment and Reflection	Assessment: Evaluate students' comprehension and application of laws, intellectual property, and ethics in a visual arts context through a project. Reflection: Summarize key learnings and encourage reflections on the unit.

Unit 18: Creative Foundations

Unit Overview

In this comprehensive visual arts unit, students will delve into the fundamental components that artists employ to convey meaning in their works. The unit commences with a focus on the Elements of Art, likening them to the alphabet of visual language, where line, shape, color, value, form, texture, and space are explored as the essential building blocks. Students will actively experiment with these elements, understanding their expressive potential and how they contribute to the creation of intricate visual narratives. The unit further extends to the Art Elements Exploration Portfolio, challenging students to undertake a creative journey highlighting each element through individual artworks. The portfolio, a cumulative showcase of their skills and comprehension, unfolds gradually over the course of nine units. The schedule includes unit-specific assignments such as drawing a one-line artwork, creating animals from shapes, practicing 3D shapes, mixing colors, utilizing value for optical illusions, exploring positive and negative space, and discovering interesting textures. Moreover, the unit introduces the Principles of Design through an interactive activity, elucidating concepts like balance, emphasis, proportion, rhythm, repetition, contrast, and unity. The unit culminates with a "Digital Showcase: Principles of Design" project, wherein students independently demonstrate their understanding through a creative digital medium, seamlessly blending artistic concepts with digital literacy. The entire journey is designed to foster not only the creation of art but a deep understanding and application of key concepts, encouraging students to let their creativity and learning shine through their work.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.b. Research.

VA.AI.2.f. Refine.

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

VA.AI.2.i. Recognize the role of exhibition as part of the creative process.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

VA.AI.13 The student will combine a variety of approaches to create the illusion of space within works of art such as overlapping, size, placement, and one-point perspective.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.15 The student will exercise increasing skill and control in the use of media and techniques.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	Introduction to Elements of Art	Lesson: Understanding the foundational components (Line, Shape, Color, Value, Form, Texture, Space) as the basic units of visual language. Activity: Discussion on how these elements are used by artists to create meaning in their artwork.
2	Elements of Art Exploration Portfolio Overview	Lesson: Overview of the Art Elements Exploration Portfolio. Activity: Goal setting and understanding the process of gradually building an art portfolio by focusing on each element.
3	Art Elements	Lesson: Exploring the element of Line in art. Activity: Creating a drawing using a continuous line without lifting the pen, emphasizing the expressive possibilities of lines.
4	Art Elements	Lesson: Focusing on the element of Shape in art. Activity: Following video tutorials to create simple animals from basic shapes, practicing the use of shapes in compositions.
5	Unit Assessment	Activity: Assessing student understanding through a synthesis of learned elements and principles. Reviewing progress on the Art Elements Exploration Portfolio. Reflecting on the journey and setting goals for further improvement.

Unit 19: Careers in Art

Unit Overview

In this comprehensive unit, students will embark on an exploration of diverse and captivating art careers, delving into fields such as painting, sculpting, illustration, art direction, commercial photography, interior design, set design, fashion design, and multimedia arts/animation. Through engaging discussions and activities, students will gain valuable insights into the unique roles, educational pathways, and creative opportunities within these visual arts professions. Whether contemplating the creation of original artworks, directing overall design themes, capturing visuals through photography, planning interior spaces, designing sets, crafting fashion, or developing multimedia animations, students will discover a myriad of exciting pathways to express their creativity and passion for the visual arts. Each career option is presented with key details, including typical responsibilities, educational requirements, and median salaries, offering students a holistic view of the diverse opportunities awaiting them in the vibrant world of visual arts.

SOL Standard

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

Day	Key Concept	Lesson/Activity
1	Explore Visual Arts Careers	Lesson: Introduction to various visual arts careers and their characteristics. Activity: Discussion on career options.
2	Painter, Sculptor, Illustrator	Lesson: Overview of the roles and responsibilities of Painters, Sculptors, and Illustrators. Activity: Art creation.
3	Art Director	Lesson: Understanding the role of an Art Director. Activity: Decision-making scenarios for art direction.
4	Commercial Photographer	Lesson: Insights into the field of Commercial Photography. Activity: Photography task.
5	Assessment Day	Assessment: Evaluate students' understanding through a quiz or project where they apply concepts learned in the unit.

Unit 20: Digital Technology in Visual Arts

Unit Overview

In this comprehensive unit on Computer-Based Technologies and Skills in Digital Media Technologies, students will gain a holistic understanding of diverse creative realms, including Animation, Graphic Design, Web Design, Social Media Management, Photography, Video Production, and Audio Production. Throughout the unit, they will explore the fusion of artistry and technology, learning to wield various hardware and software tools to express their artistic talents. The journey begins with Animation, where students breathe life into graphics using specific technologies like computers and tablets. Graphic Design follows, delving into the creation of logos and layouts with cutting-edge tools. Subsequently, Web Design introduces the convergence of coding and creativity for captivating websites. The exploration extends to the social media landscape, revealing careers focused on digital presence management and content creation. In the second part, students navigate the captivating worlds of Photography, Video Production, and Audio Production, understanding the hardware and software essential for each category. Whether freezing moments in digital imagery, blending audio and video seamlessly, or crafting compelling soundscapes, students will find diverse paths to express their creativity in the visual arts. Through engaging lessons and hands-on activities, this unit invites students to fasten their seatbelts and embark on a technological adventure that seamlessly blends artistry and innovation.

SOL Standard

A.AII.10 The student will identify how digital media, and technology tools can be used to create, edit, and present works of art.

Day	Key Concept	Lesson/Activity
1	Computer-Based Technologies and Skills: Animation	Lesson: Explore the fundamentals of animation, learning about the hardware (computers, tablets) and software (2-D and 3-D animation software) requirements. Activity: Set up animation tools, including necessary devices and software.
2	Computer-Based Technologies and Skills: Graphic Design	Lesson: Delve into the world of Graphic Design, understanding the hardware (computers, tablets) and software (vector-graphic and raster-graphic software) prerequisites. Activity: Create logos and graphics using design software and devices.
3	Computer-Based Technologies and Skills: Web Design	Lesson: Navigate Web Design essentials, covering beginner-friendly software and the importance of coding languages (HTML, JavaScript, CSS). Activity: Begin building a simple website using accessible tools and exploring coding basics.
4	Computer-Based Technologies and Skills: Social Media Management	Lesson: Uncover the tools required for Social Media careers, including cameras, editing software, and design programs. Activity: Plan and create engaging social media content using the provided tools and platforms.
5	Unit Assessment	Assessment: Demonstrate understanding by showcasing a project that integrates skills from Animation, Graphic Design, Web Design, and Social Media Management. Description: Present and discuss individual projects, fostering creative expression.

Unit 21: Interdisciplinary Relationships in Art

Unit Overview

In this comprehensive unit, students embark on a captivating exploration of the interconnectedness of various art forms, spanning theatre, dance, music, and art in unrelated fields. As they delve into the world of acting, students witness the magic of theatre and film, where performers transport live audiences and captivate film crews with their diverse talents. The expressive art of dance unfolds through mesmerizing spectacles, from the ethereal grace of ballerinas to the energetic rhythms of hip-hop, while music, in its diverse genres, serves as a remarkable form translating emotions into harmonious compositions. The unit also highlights the harmonious interplay of theatre, music, and dance, where each art form complements and enhances the other, creating a synergistic tapestry of creativity. Additionally, students explore the unexpected presence of art in unrelated fields, from culinary arts to industrial design, revealing how creativity flourishes beyond traditional boundaries. Through engaging lessons and activities, students gain a profound appreciation for the transformative power of art, fostering critical thinking and a deeper understanding of artistic expression, ultimately recognizing that art's transformative influence transcends boundaries and speaks directly to the human spirit.

SOL Standard

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

VA.AI.11 The student will identify and describe relationships between music, dance, theatre, visual art, and non-arts fields of knowledge.

Day	Key Concept	Lesson/Activity
1	Theatre : Immersive World of Acting	Lesson: Explore the captivating realm of acting in theatre and film. Activity: Dramatic readings and discussions on the theatrical stage and film sets.
2	Dance: Expressive Art of Dance	Lesson: Delve into the profound expression of dance across various styles. Activity: Dance appreciation and exploration of different dance genres.
3	Music: Versatility of Musical Art	Lesson: Uncover the diverse world of music, exploring genres and avenues for artistic expression. Activity: Musical instrument demonstrations and discussions.
4	In Relationship to the Arts: Intersection of Theatre, Dance, and Music	Lesson: Examine the interconnectedness of theatre, dance, and music. Activity: Analyze performances that integrate these art forms.
5	Assessment Day	Assessment: Evaluate understanding through discussions and reflections on the unit's exploration of various art forms.

Unit 22: Drawing Basics

Unit Overview

In this comprehensive unit on drawing, students will acquire a foundational understanding of drawing as a powerful means of artistic expression. They will delve into essential drawing tools, including sketch paper, drawing paper, pens, pencils, and charcoal, developing proficiency in utilizing these tools to create a diverse range of marks and effects. The unit unfolds with a profound exploration of drawing as a fundamental and expressive form of visual communication, transcending cultural and temporal boundaries. Emphasizing the multifaceted nature of drawing, the lessons delve into the dynamic interplay between creativity, perception, and technical skills. Students will navigate through the basics of paper types, pens, pencils, and charcoal, understanding their characteristics and suitability for various artistic needs. The unit also embraces the contemporary landscape by introducing digital drawing, highlighting its relevance and accessibility in the modern age, thereby enhancing artistic versatility and communication skills. Overall, through hands-on practice and creative exploration, students will cultivate the essential skills to convey their thoughts, emotions, and observations through the rich and diverse art of drawing, from traditional mediums to the exciting realm of digital artistry.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.2.d. Develop preliminary sketches.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.15 The student will exercise increasing skill and control in the use of media and techniques.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

Day	Key Concept	Lesson/Activity
1	What is Drawing?	Lesson: Explore the fundamental and expressive nature of drawing as a visual communication form. Understand the interplay between creativity, perception, and technical skills. Activity: Experiment with different drawing materials, emphasizing the diverse marks and effects that contribute to the unique character of artworks.
2	Drawing Basics: Paper, Pens, and Pencils	Lesson: Dive into the basics of drawing materials, focusing on sketch paper, drawing paper, pens, and pencils. Understand the characteristics of each and their suitability for various artistic needs. Activity: Hands-on exploration of different types of paper and pens, allowing students to experience the tactile qualities and expressive potential of sketching and drawing.
3	Understanding Pencils and Charcoal: Pencils and Charcoal	Lesson: Explore the critical role of pencils and charcoal in drawing. Understand the hardness scale of pencils and the expressive potential of charcoal for creating diverse values and gestures in drawings. Activity: Practice using different pencils and charcoal to create drawings with varying tones, emphasizing control and variation in line work.
4	Drawing Today: Digital Art	Lesson: Delve into the contemporary realm of digital drawing. Understand its advantages, including easy sharing of files, stroke variations, and editing capabilities. Activity: Introduce students to digital drawing on electronic devices or specialized programs, allowing them to experience the technology-driven aspects of modern artistic expression.
5	Culmination and Assessment	Lesson/Activity: Synthesize concepts learned throughout the unit. Engage in a drawing activity that integrates traditional and digital elements, showcasing the versatility and essential role of drawing in modern art.

Unit 23: Understanding the Illusion of Space in Art

Unit Overview

This comprehensive drawing basics unit aims to immerse participants in the captivating realm of artistic perspective, providing empowerment through various techniques such as size variation, linear and aerial perspective, shading, overlapping, and one-point perspective. Focused on mastering the illusion of space in 2D art, the unit delves into six effective techniques: linear perspective using converging lines and vanishing points, overlapping to create depth through object placement, size variation to enhance spatial dynamics, strategic object placement on the surface, and the impact of color and value on spatial perception. The unit emphasizes the subtlety of detail as a powerful cue for depth, showcasing how intricate details convey proximity. By synergizing these techniques, artists can achieve realistic spaces on a flat surface, fostering an immersive and believable representation of depth and space. The unit concludes with an exploration activity and four projects, covering overlapping shapes, size variation, placement in a landscape, and one-point perspective drawing. This holistic approach ensures a comprehensive understanding and application of essential drawing skills, making it valuable for both beginners and seasoned artists alike.

SOL Standard

VA.AI.2.d. Develop preliminary sketches.

Day	Key Concept	Lesson/Activity
1	Introduction to Drawing : Mastering the Illusion of Space in 2D Art	Lesson: Overview of artistic perspective techniques and basics Activity: Introduction to basic drawing exercises
2	Linear Perspective	Lesson: Understanding 1-point, 2-point, and 3-point perspectives Activity: Practice creating depth using linear perspective
3	Overlapping	Lesson: Exploring the concept of overlapping in creating depth Activity: Drawing overlapping shapes and objects
4	Size Variation and Placement: Perception of Size, Positioning Objects	Lesson: Using size variation and object placement to convey depth on the Surface Activity: Creating a landscape with objects of different sizes and illustrating perceived proximity
5	Assessment Day	Description: Completion of four projects exploring various techniques. Fill out the Student Answer Document.

Unit 24: Drawing Basics: People

Unit Overview

This comprehensive art unit aims to cultivate students' drawing skills, covering the realms of still figures, moving figures, and cartoons. The overarching objective is for students to comprehend the principles of proportion, anatomy, and body mechanics to create realistic representations while exploring creative freedom in the whimsical world of cartooning. Through hands-on practice and experimentation with various techniques, students will uncover the joy of capturing the essence of humanity in their unique and imaginative artwork. The unit delves into drawing realistic still figures, emphasizing understanding proportions as a secret language of the human body, enabling students to depict individuals in diverse poses convincingly. Moving on to drawing realistic moving figures, the unit introduces the concept of lines of action, crucial for capturing dynamic movement accurately. Additionally, for those seeking creativity, the unit explores using shapes as building blocks for drawing, allowing for a more abstract or realistic approach. Finally, the unit concludes with an exploration of drawing cartoons, encouraging students to embrace the joy of exaggeration and playfulness in creating characters with unique features. Overall, the unit unfolds as an endless adventure in artistic possibilities, fostering the discovery of the incredible joy of expressing the essence of humanity through diverse and imaginative artwork.

SOL Standard

VA.AI.2.d. Develop preliminary sketches.

Day	Key Concept	Lesson/Activity
1	Introduction to Drawing	Lesson: Overview of the unit objectives and the joy of capturing the essence of humanity in artwork Activity: Introduction to drawing basics and materials
2	Drawing Realistic Still Figures: Proportions and Anatomy	Lesson: Understanding proportions and anatomy for realistic representations Activity: Hands-on practice in drawing realistic still figures, focusing on correct proportions
3	Drawing Realistic Moving Figures: Lines of Action and Body Mechanics	Lesson: Exploring lines of action for dynamic movement and understanding body mechanics Activity: Applying lines of action to create drawings of people in motion
4	Drawing Cartoons: Creative Freedom in Cartooning	Lesson: Embracing creative freedom in cartooning, focusing on exaggeration and playfulness Activity: Drawing cartoon characters with unique features and exploring artistic possibilities
5	Unit Assessment	Description: Completion of four projects covering realistic still figures, moving figures, and cartoons. Fill out the Student Answer Document reflecting on the projects and the overall learning experience.

Unit 25: Observational Skill

Unit Overview

In this comprehensive art unit, students embark on a transformative journey to refine their artistic skills, with a focus on the pivotal aspects of observational skills and color theory. The overarching objective is to instill the importance of keen observation in art, illuminating its role as the lifeblood that animates strokes, lines, and shades, fostering a profound connection between artist and subject. Drawing from life is emphasized as a powerful practice, honing faculties of observation to unveil nuanced interplays of light, shadow, texture, and color variations. The unit unfolds a spectrum of techniques, from meticulous contour drawing to spontaneous gesture drawing, fostering authenticity and depth across diverse artistic genres. Subsequently, the exploration delves into the fundamental realm of color theory, likened to the language of color, offering artists tools to accurately depict and harmonize colors. Understanding complementary colors and grasping the impact of light and shadow enriches students' ability to create vibrant, three-dimensional artwork. Through this unit, students not only refine their technical prowess but also cultivate an acute awareness of the world's beauty, becoming adept at encapsulating its intricacies in their art with unparalleled depth and authenticity.

SOL Standard

VA.AI.14 The student will use observational skills to create works of art.

Day	Key Concept	Lesson/Activity
1	Importance of Observation in Art	Lesson: Understanding the significance of careful observation in art Activity: Introduction to observational skills
2	Observational Skills: Drawing from Life	Lesson: Exploring the foundational role of observational skills in art through drawing from life Activity: Practicing contour drawing to enhance attention to subject details, followed by gesture drawing for spontaneity
3	Techniques for Sharpening Observational Skills	Lesson: Diving into various techniques like contour and gesture drawing to refine observation capabilities Activity: Hands-on practice with contour and gesture drawing techniques
4	Color Theory: Fundamentals of Color Theory	Lesson: Understanding the basics of color theory and its role in creating visual impact Activity: Exploring the color wheel and its application in art
5	Unit Assessment	Description: Culmination of observational skills and color theory through hands-on activities and assessments

Unit 26: Two-Dimensional Art

Unit Overview

In this comprehensive unit on Two-Dimensional Art, students embark on a captivating exploration of various artistic techniques, including drawing, painting, printmaking, and collage, to create compelling artworks on flat surfaces. The overarching goal is to equip students with a diverse toolkit for self-expression through two-dimensional art, fostering skills in precision, color, reproducibility, and texture. Beginning with an introduction to the enthralling realm of two-dimensional art, students delve into the fundamental techniques of drawing and painting, employing lines, shapes, and shading to illustrate subjects with tools as simple as a pencil or pen. The unit then extends into the fascinating territories of printmaking, where the art of reproduction reaches new heights, and collage, a technique involving the artful assembly of diverse materials to craft intricate and textured compositions. By examining exemplary works such as Albrecht Dürer's "The Adoration of the Magi" and Jean-Michel Basquiat's "Overrun," students gain insight into the diverse applications of two-dimensional art, discovering its boundless possibilities in traditional fine art and contemporary digital creations alike. The unit not only imparts technical skills but also encourages experimentation, innovation, and the conveyance of ideas with depth and creativity, ultimately unveiling the limitless avenues of human artistic expression.

SOL Standard

VA.AI.2.d. Develop preliminary sketches.

Day	Key Concept	Lesson/Activity
1	Two-Dimensional Art: Exploring Techniques in 2D Art	Lesson: In this introductory session, students will explore various techniques such as drawing, painting, printmaking, and collage in two-dimensional art. They will understand the importance of precision, color, reproducibility, and texture. Activity: Engage in a hands-on drawing and painting session, experimenting with different media.
2	Types of Two-Dimensional Art: Tools and Techniques in Drawing and Painting	Lesson: Delve into the specifics of drawing and painting. Understand the nuances of strokes, shading, and color application. Explore different tools such as pencils, charcoal, ink, acrylics, oils, and watercolors. Activity: Hands-on practice with various drawing and painting techniques.
3	Types of Two-Dimensional Art: Exploring the World of Printmaking	Lesson: Learn about printmaking techniques, including etching, engraving, lithography, and woodcut. Understand the process of creating multiples of artworks. Activity: Engage in a printmaking activity, experimenting with different techniques.
4	Types of Two-Dimensional Art: The Art of Collage	Lesson: Dive into the art of collage, understanding how to assemble various materials for a unified artwork. Explore the creative possibilities of layering and texture. Activity: Create individual collages using newspaper clippings, magazine images, fabric, and other materials.
5	Unit Assessment	Assessment: Demonstrate understanding by creating a final artwork that incorporates techniques learned. Reflect on the importance of precision, color, reproducibility, and texture in two-dimensional art.

Unit 27: 3-Dimensional Art

Unit Overview

In this comprehensive animation unit, students will develop a nuanced understanding of 2D and 3D animation within the visual arts. The exploration covers traditional animation, computer animation, stop-motion animation (encompassing clay animation, cut-out animation, object animation, and pixilation), and digital techniques such as tweening, motion paths, masking, looping, scripting, and interactivity. The unit delves into the distinctive characteristics of each animation type, from the handcrafted frames of traditional animation seen in classics like 'Dumbo' to the digital marvels of 'Toy Story.' Students will also explore various stop-motion methods, including clay animation and cut-out animation, and gain insight into the world of digital animation techniques. The unit concludes by introducing advanced digital methods like scripting and interactivity, offering students the tools to bring depth, realism, and interactivity to their animations.

SOL Standard

VA.AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.

Day	Key Concept	Lesson/Activity
1	Introduction to Animation: 2D and 3D Animation Distinction	Lesson: Basics of Animation; Discussion on 2D and 3D Traits Activity: Evolution of Animation; Identifying Animation Types
2	Traditional and Computer Animation	Lesson: Exploring Traditional and Computer Animation Activity: Analyzing Classic Disney Scenes and Computer Animation
3	Stop-Motion Animation: Various Stop-Motion Techniques	Lesson: Understanding Stop-Motion Activity: Creating Simple Stop-Motion Animation
4	Digital Animation Techniques: Tweening, Motion Paths, Masking, Looping	Lesson: Digital Animation Techniques Activity: Implementing Basic Digital Techniques in Simple Animations
5	Unit Assessment	Lesson: Scripting and Interactivity Introduction Activity: Assessment - Applying Techniques in Original Animations

Unit 28: Contemporary Media

Unit Overview

In this comprehensive unit on Contemporary Media, students embark on a transformative journey within the realm of digital art, interactive projects, videos, and virtual reality experiences. Positioned as a crucial component of art education, this exploration empowers artists with modern tools, fostering creativity and effective communication with a global audience. By delving into digital culture, students grasp the profound impact of technology on society, enabling them to address contemporary issues and challenge norms through their art. Practical engagement with tools like Adobe Creative Cloud, Blender, Unity, and more equips students to adapt their work to the digital age, creating shareable digital art and navigating ethical considerations. This unit transforms students into responsible and thoughtful digital artists, bridging the gap between the digital and real worlds while adhering to principles of fairness and respect in their creative endeavors.

SOL Standard

VA.AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.

Day	Key Concept	Lesson/Activity
1	Introduction to Contemporary Media: Exploring Digital Tools	Lesson: Understanding the World of Contemporary Media. Activity: Hands-on exploration of digital tools like Adobe Creative Cloud, Blender, and Procreate
2	Digital Art and Its Impact: Harnessing Digital Power	Lesson: Creating Digital Art and Its Implications. Activity: Engaging in digital art projects using Adobe Photoshop and Illustrator.
3	Interactive Projects and Videos: Real-time Experiences	Lesson: Developing Interactive Projects and Videos. Activity: Using Unity and Unreal Engine for creating interactive 3D experiences and video editing with Final Cut Pro.
4	Virtual Reality and Augmented Reality: Blurring Realities	Lesson: Understanding VR and AR in Contemporary Media. Activity: Exploring augmented reality projects and creating virtual reality experiences.
5	Unit Assessment - Navigating Ethical Considerations	Assessment: Students apply their knowledge to create a digital artwork, reflecting on ethical considerations. Discussion: Reflecting on the impact of digital media on society and ethical responsibilities of digital artists.

Unit 29: Careers in New Media

Unit Overview

In this unit, students embark on an exploration of the dynamic world of new media careers, focusing on digital art, bio art, animation, and graphic design to comprehend how these fields are reshaping artistic creation and consumption. The unit aims to uncover diverse career opportunities, emphasizing the fusion of technology and artistic innovation. By unit's end, students will delve into their own interests within new media careers, contemplating the necessary steps to pursue a future in these innovative fields. The unit delves into the significance of new media careers, offering a promising future for artists navigating a realm where creativity and innovation know no bounds. From digital art's transformative force, offering myriad career possibilities, to the interdisciplinary world of bio art exploring life's boundaries, and the expansive realms of animation and graphic design pushing beyond traditional boundaries, students will gain insights into these creative frontiers. The unit concludes with guidance on building a career in new media, emphasizing education, portfolio development, networking, internships, and staying informed about emerging technologies, fostering an exciting journey in these dynamic and ever-evolving fields.

SOL Standard

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

Day	Key Concept	Lesson/Activity
1	Introduction to New Media Careers: Understanding New Media Careers	Explore dynamic careers in digital art, bio art, animation, and graphic design. Reflect on personal interests in these fields.
2	Careers in New Media: Exploring Opportunities	Delve into diverse career paths within new media, bridging technology and artistic innovation. Research and present a chosen career.
3	Digital Art: Transformative Digital Tools	Uncover the impact of digital art on traditional forms, diverse career opportunities, and creative potential. Hands-on exploration and creation.
4	Bio Art: Fusion of Science and Art	Explore bio art, its collaboration with science, ethical considerations, and career prospects. Discuss and debate bioethical dilemmas.
5	Assessment and Future Plans	Guidance on building a career in digital art, bio art, animation, or new media. Develop a personalized plan outlining educational, networking, and experiential steps. Assessment: Present a creative project or portfolio reflecting new media skills and understanding.

Unit 30: Careers in New Media: Digital Art

Unit Overview

In this comprehensive unit, students will immerse themselves in the dynamic realm of digital art, discovering a transformative landscape that has revolutionized traditional artistic practices. By unit's end, students will gain a profound understanding of diverse career paths within digital art, from digital painters and 3D modelers to concept artists. They will explore the profound impact of digital art across industries, ranging from the immersive landscapes of video games to the cinematic storytelling of film and animation, and the creative versatility of graphic design. Delving into the tools and technologies shaping the digital art landscape, students will wield applications like Adobe Creative Suite and ZBrush, recognizing the pivotal role of technology, including digital tablets and touch-sensitive displays. Additionally, students will appreciate the global reach of digital art, learning to leverage social media and online platforms for sharing their work, fostering collaboration, and expanding their artistic network. In conclusion, this unit serves as a gateway for students to embark on their creative journey in digital art, offering a fusion of artistic innovation, technological exploration, and boundless opportunities for creative expression.

SOL Standard

VA.AII.10 The student will identify how digital media, and technology tools can be used to create, edit, and present works of art.

Day	Key Concept	Lesson/Activity
1	Introduction to Digital Art Careers: Digital Art Exploration	Lesson: Explore the transformative world of digital art, understanding diverse career opportunities such as digital painters, 3D modelers, and concept artists. Activity: Discuss and identify the distinct roles in digital art, encouraging students to reflect on their interests.
2	Digital Painters and Illustrators: Mastery of Digital Painting	Lesson: Delve into the role of digital painters and illustrators, understanding how they use digital tools to create intricate artworks. Activity: Hands-on practice with digital painting tools, allowing students to experiment with different styles.
3	3D Modelers and Sculptors: Crafting 3D Realities	Lesson: Explore the world of 3D modeling and sculpting, emphasizing their significance in animation, gaming, and product design. Activity: Create 3D models or sculptures digitally, applying skills in a practical setting.
4	Concept Artists: Bringing Ideas to Life	Lesson: Understand the pivotal role of concept artists in visualizing and conceptualizing projects. Activity: Engage in a conceptualization project, allowing students to visualize their ideas for a specific theme.
5	Assessment: Applications Across Industries	Lesson: Explore the impact of digital art across video games, film, animation, and graphic design. Assessment: Students showcase their understanding by creating a presentation or project highlighting digital art's role in different industries.

Unit 31: Careers in New Media: Bio Art

Unit Overview

In this captivating exploration of bio art, students will embark on a journey that unveils the intricate fusion of artistic creativity and scientific inquiry. The unit delves into the groundbreaking realm of bio art, where artists act as modern alchemists, utilizing living organisms, genetic material, and biotechnology to create compelling works that challenge conventional notions of art, science, and ethics. The course navigates through the dynamic interplay between art and life, where biological materials like DNA, bacteria, fungi, and plants become living canvases, evolving and interacting with the environment. Bio art's interdisciplinary nature is emphasized as it encourages collaboration between artists and scientists, fostering groundbreaking insights and inspiring new perspectives on life and ethics. The unit culminates in an exploration of diverse career opportunities within bio art, from bio artistry and exhibition curation to art-science collaboration, bioethics consulting, and education and outreach. Bio art emerges as a revolutionary frontier, prompting students to question their relationship with the natural world and engage in the ethical dialogue that accompanies the mastery of the biological realm.

SOL Standard

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

Day	Key Concept	Lesson/Activity
1	Bio Art: Intersection of Art and Science	Lesson: Explore the revolutionary field of bio art, its intersection with science, and its impact on artistic expression. Activity: Discuss notable bio art examples and their significance.
2	Bio Art: Manipulating Living Organisms	Lesson: Delve into the artistic laboratory where bio artists act as modern-day alchemists, utilizing living organisms, genetic material, and biotechnology. Activity: Explore the ethical considerations of bio art through case studies.
3	Bio Art: Living Materials in Art	Lesson: Examine how DNA, bacteria, fungi, plants, and animals become living mediums in bio art, adding a dynamic and evolving element to artworks. Activity: Create a conceptual bio art piece using living materials.
4	Bio Art: Interdisciplinary Collaboration	Lesson: Investigate the collaborative nature of bio art, exploring partnerships with scientists, researchers, and institutions. Activity: Discuss the ethical implications of manipulating living organisms in bio art.
5	Assessment	Assessment: Evaluate understanding by exploring various career paths within bio art. Students will present a project envisioning a future in bio art, demonstrating knowledge of the field's interdisciplinary nature and ethical considerations.

Unit 32: Careers In New Media: Animation

Unit Overview

In this comprehensive unit, students will delve into the captivating world of animation, gaining a profound understanding of its history, techniques, and the distinctive challenges and rewards animators encounter in the realms of film/television and video games. The journey begins with an exploration of animation's rich history, from the early experiments of pioneers like Émile Cohl to the revolutionary impact of Walt Disney's "Steamboat Willie" and the emergence of video game animation in the 1970s. The unit navigates the diverse techniques employed by animators, including traditional 2D animation, 3D animation with CGI, and stop-motion animation, revealing how each offers unique storytelling possibilities. Students will grasp the pivotal role of animators in film and television, where technical skill and artistic creativity combine to breathe life into characters and convey emotion and narrative. The immersive world of video game animation is unveiled, emphasizing the adaptability and technical prowess required as animators craft movements, interactions, and cinematic sequences. The unit concludes by addressing the unique challenges and rewards animators face in both industries, highlighting the fast-paced nature of video game development and the satisfaction derived from player interaction. Animation emerges as an awe-inspiring and ever-evolving field that continues to push the boundaries of visual storytelling, with animators serving as key architects of the stories and experiences that captivate audiences across diverse mediums.

SOL Standard

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

Day	Key Concept	Lesson/Activity
1	Introduction and History of Animation: Overview of Animation's Role and Importance	Lesson: Explore the history and significance of animation in film/television and video games. Activity: Introduction to animation techniques and pioneers, such as Émile Cohl and Walt Disney.
2	Animation Techniques and Milestones	Lesson: Examine various animation techniques, including 2D, 3D, and stop-motion. Identify key milestones in animation history. Activity: Hands-on exploration of different animation techniques.
3	The Art and Role of Animators	Lesson: Dive into the diverse techniques used by animators in film and television. Understand the role of animators in crafting visual experiences. Activity: Analyze scenes from animated films.
4	Immersive Animation for Gaming Environments	Lesson: Explore the unique demands of video game animation. Understand the collaboration between animators and game designers. Activity: Analyze and discuss video game animations.
5	Unit Assessment	Description: Culmination of the unit with a discussion on the challenges and rewards faced by animators. Unit assessment or final activity. Assessment: Evaluation of students' understanding and insights.

Unit 33: Careers in New Media: Graphic Design

Unit Overview

In this comprehensive unit on graphic design, students embark on a journey to grasp the multifaceted realm of graphic design, exploring its historical impact and its subtle yet powerful role in shaping perceptions. The unit commences with an intriguing anecdote of the iconic Nike swoosh, emphasizing the profound influence of graphic design. Delving into the diverse applications, students unravel the eight primary types of graphic design, from visual identity to motion design, recognizing the adaptability and innovation demanded by each. The exploration extends to the varied career paths, work environments, and educational pathways within the graphic design landscape, underscoring the dynamic nature of the field. Technical considerations become a focal point, elucidating the pivotal role of digital tools and software, while creativity takes center stage, highlighting the synthesis of technical prowess and imaginative thinking. The unit concludes with a reflection on effective communication and the review process, emphasizing their significance in the graphic design profession. Students are primed to apply these principles in an assessment, where they will demonstrate their newfound understanding by creating visually appealing and effective designs across diverse applications and media.

SOL Standard

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.b. Research.

VA.AI.2.c. Brainstorm.

VA.AI.2.e. Plan.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

Day	Key Concept	Lesson/Activity
1	Introduction to Graphic Design	Lesson: Explore the historical impact of graphic design, featuring the Nike swoosh story. Activity: Discussion on design's subtle influence.
2	Diverse Applications of Graphic Design	Lesson: Examine the various applications of graphic design, including visual identity, marketing, UI, publication, packaging, motion, environmental design, and graphic art. Activity: Identify examples for each type.
3	Dynamic Career Paths and Opportunities in Graphic Design	Lesson: Discuss the diverse career paths within graphic design. Activity: Explore challenges and opportunities in different design landscapes.
4	Educational Pathways in Graphic Design	Lesson: Explore various educational pathways for graphic designers. Activity: Discuss the pros and cons of traditional art school vs. online programs.
5	Unit Assessment	Assessment: Design and present a project applying concepts learned throughout the unit. Evaluate creativity, technical skills, and effective communication.

Unit 34: Digital Art Portfolio Website Project

Unit Overview

In the "Introduction to the Digital Art Portfolio Website Project," students embark on a captivating exploration of art, design, and digital presentation. The overarching goal is to equip students with the skills and knowledge to craft a professional personal art portfolio using the user-friendly platform Weebly. The journey begins with an emphasis on presenting art professionally and delves into the world of artist portfolios online. Throughout the project, students will learn the essentials of website design, covering elements such as layout, color schemes, typography, and navigation. The focus is on creating a visually appealing and user-friendly website that harmonizes with their artwork. As students' progress, they will build their Weebly websites step by step, starting with the creation of a captivating homepage and essential pages like galleries and an 'about' section. The process includes uploading and organizing artwork, personalizing design elements, and ensuring a consistent visual identity. The unit also guides students in curating their personal gallery, selecting 10-15 artworks that represent the full spectrum of their creative expression. To add depth and storytelling to their art, students craft artist statements for each selected artwork, providing viewers with insights into the motivation, process, and meaning behind their creations. The culmination involves a thorough review and revision of the website to reflect the artist's unique identity. Students explore web accessibility and decide on the visibility of their websites, whether public or within a closed group. The unit concludes with students showcasing their artistic voice, sharing their passion, and inspiring others by submitting a link to their completed digital art portfolios for assessment.

SOL Standard

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.c. Brainstorm.

VA.AI.2.e. Plan.

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

Day	Key Concept	Lesson/Activity
1	Introduction to the Digital Art Portfolio: Skills and knowledge to create a portfolio website	Lesson: Embark on a journey exploring art, design, and digital presentation. Activity: Set goals for creating a personal art portfolio with Weebly.
2	Website Design: Essentials of visually appealing web design	Lesson: Dive into website design essentials, including layout, color schemes, typography, and navigation. Activity: Explore resources and tutorials for a smooth design process.
3	Build the Website: Creating a Weebly account and site structure	Lesson: Guide students through creating a Weebly account and setting up the skeleton of their digital art portfolio. Activity: Step-by-step creation of the homepage, gallery, and about pages.
4	Collect and Select Artwork: Curating a personal gallery	Lesson: Instruct students to curate their gallery with 10-15 diverse artworks. Activity: Teach how to scan or photograph artworks for optimal online presentation.
5	Artist Statements and Final Review/Presentation	Lesson: Guide the crafting of artist statements for each artwork. Activity: Thorough review and revision of the website, exploration of web accessibility, and final submission.

Unit 35: Visual Arts Reflections

Unit Overview

The lesson titled "Reflecting on Our Course" serves as a pivotal moment in the culmination of our visual arts education. As we approach the conclusion of 34 comprehensive units, this reflection goes beyond a mere formality, offering a valuable opportunity to acknowledge the extensive knowledge and experiences amassed throughout the course. More than a retrospective glance, it functions as a crucial step in understanding the journey's transformative impact on us as artists and learners. The lesson prompts us to not only review the content but also assess personal growth and development, contemplating the skills refined, creative boundaries challenged, and the evolving perspective on art. This reflective exploration encapsulates the essence of our course—an odyssey of self-expression, experimentation, and continuous artistic discovery, preparing us holistically for the impending final assessment.

SOL Standard

VA.AI.1.a. Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.2.a. Develop personal questions for inquiry.

VA.AI.2.b. Research.

VA.AI.2.c. Brainstorm.

VA.AI.2.e. Plan.

VA.AI.2.g. Reflect.

VA.AI.2.h. Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.8 The student will define and follow ethical behaviors when creating works of art and design to include citation of resources.

VA.AI.9 The student will explore how the creative and/or design process relates to various careers and can be used to solve real-world problems.

VA.AI.10 The student will identify and explore technological developments and new media in the visual arts.

VA.AI.14 The student will use observational skills to create works of art.

Day	Key Concept	Lesson/Activity
1	Reflecting on Our Course: Importance of Course Reflection	Lesson: Introduce the significance of course reflection. Activity: Begin reflecting on overall course experiences and knowledge gained.
2	Reflecting on Unit Experiences: Assessing Knowledge and Growth	Lesson: Explore the purpose of reflecting on unit experiences. Activity: Assess personal growth and development as a visual artist.
3	Synthesis of Unit Concepts: Consolidation of Diverse Topics	Lesson: Discuss the importance of synthesizing unit concepts. Activity: Identify and consolidate key concepts from various units.
4	Preparing for Final Assessment: Strategies for Effective Preparation	Lesson: Provide strategies for preparing for the final assessment. Activity: Develop a personalized plan for effective review and preparation.
5	Final Assessment and Conclusion	Lesson: Conduct the final assessment. Activity: Apply synthesized knowledge to assessment tasks. Reflect on the overall course journey and conclusions.

Unit 36: VA Visual Arts 1 Final

Unit Overview

This final unit is a culmination of the instructional journey, prompting students to apply their acquired knowledge through a final assessment. The brief yet impactful message serves as a motivational prompt, encouraging learners to demonstrate their understanding of the material covered in the course. The emphasis on perseverance and good luck sets a positive tone, fostering a sense of accomplishment as students tackle the final set of questions. It serves as a reminder of the continuous learning process and the application of acquired knowledge, reinforcing the idea that success is achievable through their efforts in answering the final questions.

SOL Standard

VA.AI.2.d. Develop preliminary sketches.

VA.AI.3.b. Analyze how media and visual organization in works of art affect the communication of ideas.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

VA.AI.11 The student will identify and describe relationships between music, dance, theatre, visual art, and non-arts fields of knowledge.

VA.AI.14 The student will use observational skills to create works of art.

VA.AII.1.a Select materials, media, and processes of personal interest to communicate ideas in artworks.

VA.AII.2.b Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.

Day	Key Concept	Lesson/Activity
1	Review: Art Director	Review: Art Director's Role Activity: Decision-Making Scenarios Review
2	Review: Animation & Graphic Design	Review: Animation Tools and Graphic Design Activity: Animation Concepts Review
3	Review: Interdisciplinary Relationships	Review: Impact of Directors and Choreographers Activity: Analyzing Theatre and Dance Collaborations
4	Review: Drawing Basics	Review: Fundamental Purpose and Choosing Paper Activity: Drawing Techniques Review
5	Final	Final Assessment: Take the final on Questions and Answers.

Unit 37: Visual Voices: Art in the Civil Rights Era

Unit Overview

The lesson "Visual Narratives: Understanding the Civil Rights Era through Photography" explores the pivotal period of the 1950s-1960s Civil Rights Movement in America. It emphasizes the profound role of photography as a tool for storytelling, advocacy, and raising awareness during this era. Art students are encouraged to analyze iconic Civil Rights photographs by photographers like Danny Lyon and Gordon Parks, focusing on elements such as context, emotion, symbolism, contrast, and narrative. The lesson prompts reflection on the historical impact of these images, their influence on public opinion and policy, and their contemporary relevance. It culminates in an engaging exploration of influential photographs and artworks, fostering a deeper appreciation for the enduring impact of visual art as a tool for social change. Students are guided through interactive activities, reflective exercises, and final submissions, enhancing their understanding of the Civil Rights Movement and the role of art in historical and contemporary social movements.

SOL Standard

VA.AI.1.b. Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

VA.AI.3.a. Use art criticism skills to describe, interpret, analyze, and evaluate works of art.

VA.AI.3.c. Analyze the functions, purposes, and perceived meanings of works of design.

VA.AI.3.d. Engage in collaborative approaches to critique such as formal and informal, peerto-peer, small group, and large group.

VA.AI.4 The student will formulate a definition for art and defend that definition in relation to objects in the world.

VA.AI.6.a. Explore works from diverse artists (including diversity of ability, ethnicity, race, and gender).

VA.AI.6.c. Analyze art in relation to events, places, cultures, and historical periods.

VA.AI.6.d. Evaluate how social, cultural, and historical context influence meaning in works of art and design.

VA.AI.14 The student will use observational skills to create works of art.

VA.AI.16 The student will use a variety of two-dimensional, three-dimensional, and contemporary media to create works of art.

VA.AI.17 The student will create original artworks in response to styles from art/design history.

Day	Key Concept	Lesson/Activity
1	Visual Narratives: Understanding the Civil Rights Era through Photography: The Civil Rights Movement	Lesson: Introduction to the Civil Rights Movement of the 1950s-1960s. Activity: Overview of the role of photography during the Civil Rights Era.
2	The Role of Photography: Importance of Photography in the Civil Rights Era	Lesson: Exploring how photography became a powerful tool for storytelling and advocacy during the Civil Rights Movement. Activity: Analyzing iconic photographs from the era.
3	Analyzing Civil Rights Photographs: Key Elements in Civil Rights Photographs	Lesson: In-depth analysis of Civil Rights photographs. Activity: Identifying and discussing key elements such as context, emotion, symbolism, contrast, and narrative in selected photographs.
4	Reflecting on the Impact: Influence of Civil Rights Images	Lesson: Reflection on how Civil Rights images influenced public opinion and policy. Activity: Discussion on the historical impact of selected photographs.
5	Unit Assessment	Assessment: Evaluate understanding through a comprehensive assessment covering key concepts, analyzed photographs, and their impact.

Virtual Learning Academy

Workplace Readiness Skills

Unit 1: Professionalism Appearance and Conduct

Unit Overview

The Workplace Readiness Skills course provides an in-depth understanding of key abilities needed in today's professional world. Focusing on Professionalism, Job Seeking Skills, Customer Service, Critical Thinking, and Career Development, the course aims to develop skills essential for excelling in a fast-paced work environment. It covers aspects like maintaining a professional appearance and conduct, understanding the importance of first impressions, appropriate attire for different professions, hygiene, grooming, and managing personal health. It also emphasizes the significance of a positive attitude, commitment, effective communication, and a growth mindset in a professional setting. The course is interactive, involving lessons, real-world simulations, and other engaging methods to ensure comprehensive learning and practical application of the skills taught.

SOL Standard

Standards 3 INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks

Standards 4 INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect

Standards 5 WORK ETHIC: Consistently works to the best of one’s ability and is diligent, dependable, and accountable for one’s actions

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Day	Section	Key Concept	Lesson/Activity
1	Professionalism: Appearance and Conduct	The importance of professional appearance and conduct in the workplace	Lesson: Understanding the significance of appearance and conduct in professional settings. Activity: Analyze various professional scenarios to determine appropriate appearance and conduct.
2	Job Seeking Skills	Techniques for effective job seeking	Lesson: Exploring strategies for creating resumes and preparing for interviews. Activity: Resume writing workshop and mock interview sessions.
3	Customer Service	Principles of excellent customer service	Lesson: Learning the fundamentals of customer service and client interaction. Activity: Role-playing customer service scenarios.
4	Critical Thinking and Problem Solving	Using critical thinking in professional environments	Lesson: Techniques for problem-solving and decision making in the workplace. Activity: Group activities focusing on real-world problem-solving.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Comprehensive test covering all key concepts from the unit.

Unit 2: Professionalism Mental Process and Organizational Skills

Unit Overview

This lesson on professionalism explores the foundational aspects of mental processes and organizational skills crucial in a professional setting. It introduces the concept of executive functioning skills, including self-regulation, working memory, and flexible thinking, as essential pillars of professionalism. The narrative compares these cognitive processes to the efficient functioning of different departments in a business. Additionally, the lesson emphasizes the significance of organizational skills, focusing on prioritizing tasks, utilizing time management tools, and employing effective problem-solving techniques. The importance of a positive work ethic, meeting employer expectations, and decision-making skills is highlighted as integral components of organizational excellence. The lesson concludes by encouraging students to engage in interactive tasks within the Work Readiness Skills learning module to further enhance their understanding and application of these principles.

SOL Standard

Standards 1 CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential

solutions, and implement effective courses of action

Standards 3 INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks

Standards 4 INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect

Standards 5 WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Standards 11 BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions

Standards 14 EFFICIENCY AND PRODUCTIVITY: Plans, prioritizes, and adapts work goals to manage time and resources effectively

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Day	Section	Key Concept	Lesson/Activity
1	Mental Processes	Executive Functioning Skills	Lesson: Introduces executive functioning skills essential for planning, organizing, and executing tasks. Activity: Reflect on personal experiences to identify instances of executive functioning skills in action.
2	Self-Regulation	Control of Thoughts and Emotions	Lesson: Explores self-regulation and its role in maintaining dedication, perseverance, and a positive work ethic. Activity: Practice mindfulness exercises to enhance self-regulation in a professional context.
3	Working Memory	Temporary Information Holding	Lesson: Describes working memory as a mental tool for organization and time management. Activity: Engage in memory exercises and apply strategies to enhance working memory in a workplace setting.
4	Flexible Thinking	Adaptability and Problem Solving	Lesson: Highlights the importance of flexible thinking for problem-solving and decision-making in dynamic work environments. Activity: Participate in case studies to develop adaptable thinking skills.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Evaluate understanding by applying executive functioning, self-regulation, working memory, flexible thinking, and organizational skills in a simulated workplace scenario. Activity: Reflect on personal growth throughout the unit.

Unit 3: Professionalism Teamwork and Leadership

Unit Overview

This lesson on Professionalism delves into the critical aspects of Teamwork and Leadership. In the Teamwork section, the analogy of a harmonious dance of birds emphasizes the benefits of collaborative efforts. The lesson outlines diverse skill sets, increased creativity, shared workload, moral support, and enhanced learning as key advantages of teamwork. It also emphasizes modeling effective teamwork through open communication, trust, active listening, and accountability. Roles and functions within a team, as well as conflict resolution strategies, are explored. In the Leadership section, leadership attributes like vision, integrity, empathy, resilience, and adaptability are discussed. Various leadership types and techniques, including goal setting, team member selection, and decision-making, are highlighted. The lesson emphasizes that leadership is an ongoing journey of learning, adaptation, and personal growth. Interactive tasks at the end encourage students to engage with the material actively.

SOL Standard

Standards 6 CONFLICT RESOLUTION: Negotiates diplomatic solutions to interpersonal and workplace issues

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 8 RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences

Standards 10 TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Day	Section	Key Concept	Lesson/Activity
1	Teamwork	Benefits of Teamwork	Lesson: Explore the diverse benefits of teamwork, such as leveraging a diverse skill set, fostering creativity, sharing workload, providing moral support, and enhancing continuous learning. Activity: Engage in a team-building exercise to apply the benefits of teamwork.
2	Teamwork	Modeling Effective Teamwork	Lesson: Understand and model key characteristics for effective teamwork, including open communication, trust, active listening, and accountability. Activity: Participate in a role-playing scenario to practice effective teamwork.
3	Teamwork	Roles and Functions Within a Team	Lesson: Explore the roles and functions within a team, including the leader, strategist, implementer/executor, communicator, and mediator. Activity: Team members take on different roles in a simulated project to understand their functions.
4	Teamwork	Navigating Conflicts in Teamwork	Lesson: Learn strategies for handling conflicts in a team, recognizing conflicts, encouraging open discussions, practicing empathy, seeking mediation, and building consensus. Activity: Engage in a conflict resolution simulation within the team.
5	Unit Assessment	Synthesis of Unit Concepts	Description: Complete a comprehensive unit assessment, synthesizing the key concepts learned in teamwork, and apply them to a real or hypothetical scenario.

Unit 4: Professionalism Workplace Integrity

Unit Overview

The lesson on Workplace Integrity, Inclusion, and Confidentiality underscores the essential principles that contribute to a thriving and ethical professional environment. Workplace integrity, centered on honesty and transparency, forms the bedrock for trust and collaboration. The segment on Inclusion delves into the legal frameworks promoting fairness, preventing discrimination, and encouraging diversity. It emphasizes the protection of individuals with characteristics like age, race, gender, and more. Additionally, the lesson distinguishes between harassment, discrimination, and bullying, emphasizing the harmful impacts of each. The discussion on contributing to an inclusive workplace outlines ethical behavior, legal awareness, positive interactions, and intervention as crucial elements. Shifting focus to Confidentiality, the lesson underscores its importance in building trust, protecting privacy, and maintaining a professional reputation. The types of confidential information, protection strategies, and the consequences of violations are thoroughly explored. The lesson concludes by emphasizing the significance of confidentiality in upholding trust within professional realms. Interactive tasks further enhance understanding and application, ensuring learners are equipped with the necessary skills for work readiness.

SOL Standard

Standards 4 INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect

Standards 5 WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Standards 8 RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Standards 21 READING AND WRITING: Reads and interprets workplace documents and writes effectively

Day	Section	Key Concept	Lesson/Activity
1	Professionalism	Workplace Integrity	Lesson: Understanding Workplace Integrity - Exploring ethical principles in a professional setting. Activity: Role-playing scenarios to apply workplace integrity concepts.
2	Inclusion	Laws for an Inclusive Workplace	Lesson: Overview of Laws Promoting Inclusive Workplaces - Exploring regulations to ensure equal opportunities. Activity: Group discussion on the impact of inclusive policies.
3	Inclusion	Protected Characteristics Under the Law	Lesson: Understanding Protected Characteristics - Identifying traits safeguarded against discrimination. Activity: Case study analysis to recognize protected characteristics.
4	Inclusion	Differentiating: Harassment, Discrimination, Bullying	Lesson: Recognizing Harmful Workplace Behaviors - Distinguishing between harassment, discrimination, and bullying. Activity: Scenario-based discussion on handling workplace misconduct.
5	Unit Assessment	Synthesis of Unit Concepts or Other Concept	Description: Comprehensive assessment of professionalism, inclusion, and confidentiality concepts learned throughout the unit.

Unit 5: Professionalism Who Gets the Job?

Unit Overview

The lesson on professionalism explores the critical role of behavior and conduct in job interviews, emphasizing its impact on the overall impression candidates leave on potential employers. Using a comparative analysis of two interviewees, Alex and Jamie, the lesson delves into specific professionalism criteria, such as dress code, punctuality, communication skills, knowledge about the role and company, body language, and post-interview etiquette. By evaluating how each candidate approaches these aspects, the lesson underscores the importance of holistic professionalism beyond qualifications. The scenarios presented further challenge learners to navigate workplace situations, reinforcing the broader understanding of professionalism in various contexts.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Day	Section	Key Concept	Lesson/Activity
1	Dress Code and First Impressions	Importance of Professional Appearance	Lesson: Significance of Dress Code and First Impressions in Professional Settings - Exploring the impact of attire on first impressions. Activity: Dress code role-play scenarios.
2	Punctuality and Preparedness	Time Management and Preparation	Lesson: Importance of Punctuality and Preparedness in Interviews - Understanding the role of time management in a professional setting. Activity: Time management exercises and interview preparation tips.
3	Interactions and Communication Skills	Effective Verbal and Non-verbal Communication	Lesson: Enhancing Interactions and Communication in Interviews - Improving verbal and non-verbal communication skills. Activity: Communication skill practice through role-playing.
4	Knowledge about the Role and Company	Researching Prospective Employers	Lesson: Researching the Role and Company - Emphasizing the importance of understanding the prospective employer. Activity: Research and prepare questions for a specific job role and company.
5	Unit Assessment	Comprehensive Professionalism Assessment	Description: Comprehensive assessment of professionalism concepts learned throughout the unit, including dress code, punctuality, communication, and research skills.

Unit 6: Professionalism Assessment

Unit Overview

The lesson on "Professionalism Assessment" explores the fundamental aspects of cultivating a professional demeanor in the workplace. It delves into the key traits and behaviors that define professionalism, emphasizing qualities such as effective communication, ethical conduct, time management, and a commitment to continuous improvement. The assessment component involves evaluating one's own professional skills, identifying areas for development, and understanding the impact of professionalism on career success. Participants engage in self-reflection and practical exercises to gauge their adherence to professional standards, fostering a deeper understanding of the importance of maintaining a polished and ethical approach in various professional contexts.

SOL Standard

Standards from Units 1-5 will be assessed here.

Day	Section	Key Concept	Lesson/Activity
1	Introduction to Professionalism	Fundamental Traits of Professionalism	Lesson: Overview of Professionalism and its key traits; Activity: Self-assessment on current professional behaviors
2	Effective Communication	Communication Skills in Professionalism	Lesson: Importance of effective communication in a professional setting; Activity: Role-playing scenarios to practice professional communication
3	Ethical Conduct in the Workplace	Ethics and Professional Behavior	Lesson: Understanding ethical considerations in the professional realm; Activity: Case studies to analyze and discuss ethical workplace dilemmas
4	Time Management and Continuous Improvement	Time Management and Professional Growth	Lesson: Strategies for effective time management and continuous improvement; Activity: Goal-setting exercise for professional development
5	Unit Assessment	Synthesis of Professionalism Concepts	Assessment: Comprehensive evaluation of professionalism concepts

Unit 7: Job Seeking Skills Are You Job Ready

Unit Overview

The "Job Seeking Skills" lesson provides a comprehensive overview of essential aspects in navigating the world of work, emphasizing the importance of preparation for job searches. The lesson begins by distinguishing between a job and a career, highlighting the short-term nature of jobs versus the long-term journey encompassing multiple roles within a unified goal or passion. It guides learners through reflective steps, encouraging them to consider interests, strengths, working preferences, and values before delving into the job market. The subsequent section outlines a step-by-step process for effective job-seeking, covering research, resume and cover letter preparation, networking, job applications, interview preparation, and post-interview follow-up. The importance of ongoing reflection in the journey of job-seeking and career planning is emphasized, acknowledging that goals may evolve over time. The lesson also provides a detailed guide on creating a resume, stressing accuracy, appropriateness, and customization for each job application. Interactive tasks are incorporated, including watching a video, reading transcripts, and completing unit questions to enhance practical understanding. Overall, the lesson equips learners with foundational skills and knowledge crucial for a successful transition into the professional world.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Are You Ready	Navigating the world of work	Lesson: Understanding the excitement and challenges of job seeking and career planning; Activity: Introduction to basics
2	Job vs. Career	Distinguishing between job and career	Lesson: Explaining the difference between jobs and careers; Activity: Reflecting on personal goals and aspirations
3	Reflecting on Job Options and Desires	Identifying interests and strengths	Lesson: Reflection on interests, strengths, working preferences, and values; Activity: Self-assessment and goal-setting
4	Steps in the Job-seeking Process	Research, application, and evaluation	Lesson: Guiding through the job-seeking process steps; Activity: Practical exercises in resume preparation and networking
5	Unit Assessment	Synthesis of Unit Concepts	Description: Interactive tasks including video watching, reading transcripts, and unit question completion for practical understanding

Unit 8: Job Seeking Skills Get Ready to Find a Job

Unit Overview

The "Job Seeking Skills" lesson provides a comprehensive overview of essential aspects in navigating the world of work, emphasizing the importance of preparation for job searches. The lesson begins by distinguishing between a job and a career, highlighting the short-term nature of jobs versus the long-term journey encompassing multiple roles within a unified goal or passion. It guides learners through reflective steps, encouraging them to consider interests, strengths, working preferences, and values before delving into the job market. The subsequent section outlines a step-by-step process for effective job-seeking, covering research, resume and cover letter preparation, networking, job applications, interview preparation, and post-interview follow-up. The importance of ongoing reflection in the journey of job-seeking and career planning is emphasized, acknowledging that goals may evolve over time. The lesson also provides a detailed guide on creating a resume, stressing accuracy, appropriateness, and customization for each job application. Interactive tasks are incorporated, including watching a video, reading transcripts, and completing unit questions to enhance practical understanding. Overall, the lesson equips learners with foundational skills and knowledge crucial for a successful transition into the professional world.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Get Ready to Find a Job	Building a Professional Online Presence	Lesson: Understanding the necessity of an online presence; Activity: Exploring why a professional online presence is crucial for visibility, control, networking, and credibility.
2	Platforms for Building Your Online Presence	Utilizing LinkedIn, Personal Websites, Social Media, etc.	Lesson: Exploring various platforms for creating an online presence; Activity: Identifying and setting up profiles on relevant platforms.
3	Best Practices for a Positive Online Presence	Consistency, Regular Engagement, Professionalism	Lesson: Establishing best practices for maintaining a positive online presence; Activity: Creating and implementing strategies for consistent and professional online engagement.
4	References, Portfolios, and Other Documents	Importance of References and Portfolios	Lesson: Understanding the significance of references and portfolios in job-seeking; Activity: Identifying potential references and understanding the purpose of portfolios.
5	Unit Assessment	Synthesis of Unit Concepts	Description: Engaging in an assessment that requires the application of knowledge gained throughout the unit, including creating or updating essential job-seeking documents.

Unit 9: Job Seeking Skills Search and Apply for Jobs

Unit Overview

The "Search and Apply for Jobs" lesson emphasizes the importance of establishing clear job criteria to navigate the vast array of employment opportunities effectively. Serving as a guiding map, job criteria provide clarity, save time, and boost confidence in approaching potential employers. The lesson delves into the process of determining personal job criteria, emphasizing strengths, preferred work environments, salary considerations, growth prospects, and location preferences. Additionally, organizational techniques for a systematic job search, including a job search spreadsheet, dedicated email folder, and routine scheduling, are highlighted. The lesson then explores resources for finding job openings, such as online job boards, networking, and recruitment agencies. It offers insights into researching organizations before applying, understanding the job application process, and the significance of professional follow-up etiquette. The importance of cover letters in making a memorable impression is discussed, emphasizing their personal touch, tailored fit, provision of additional details, and demonstration of effort. The lesson concludes by stressing the significance of patience, preparation, and persistence in the job-seeking journey, with each step presenting a valuable learning opportunity.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Standards 17 INFORMATION TECHNOLOGY: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions

Standards 21 READING AND WRITING: Reads and interprets workplace documents and writes effectively

Day	Section	Key Concept	Lesson/Activity
1	Search and Apply for Jobs	Establishing Job Criteria	Lesson: Introduction to the importance of job criteria as a guiding map for effective job searches. Activity: Self-reflection on strengths, preferences, and priorities in job criteria.
2	Job Criteria and Organization	Determining Your Job Criteria	Lesson: Guided exploration of personal strengths, work environment preferences, salary considerations, growth prospects, and location preferences. Activity: Self-assessment and identification of key job criteria.
3	Job Criteria and Organization	Organizational Techniques for a Job Search	Lesson: Techniques for maintaining an organized job search. Activity: Creation of a job search spreadsheet and setting daily/weekly goals.
4	Searching for Job Openings	Resources for Finding Employment Opportunities	Lesson: Overview of various resources for finding job openings. Activity: Exploration of online job boards, company websites, networking events, and recruitment agencies.
5	Unit Assessment	Synthesis of Unit Concepts	Description: Culmination of unit concepts, combining lessons on job criteria, organizational techniques, and resources. Activity: Unit assessment covering key aspects of job seeking skills.

Unit 10: Job Seeking Skills Interviews

Unit Overview

The "Job Seeking Skills: Interviews" lesson equips job seekers with the tools and knowledge to navigate the complex world of job interviews successfully. It emphasizes the structured nature of interviews, comparing them to a puzzle where the employer assesses if the candidate fits into the organization's bigger picture. The lesson explores different interview types, communication modes, and essential preparation steps, including mock interviews, thorough research, and crafting questions. The STAR method is introduced as a valuable tool for answering specific questions. Additionally, it covers interview tests, common questions, and the importance of assessing the company's alignment with personal values. The subsequent sections delve into best practices, effective techniques during the interview, and crucial post-interview tasks, such as sending a thank-you note. By embracing preparation, authenticity, and positive communication, job seekers can not only navigate interviews successfully but also leave a lasting impression on potential employers, enhancing their chances of securing their desired positions. The interactive tasks at the end encourage learners to engage further with the module for a comprehensive understanding of work readiness skills.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Day	Section	Key Concept	Lesson/Activity
1	Interview Preparation	Understanding the Interview Process	Lesson: Introduction to the structured nature of job interviews and their significance. Explanation of the interview process. Activity: Overview of different types of interviews and their purposes through discussion.
2	The Essence of a Job Interview	Evaluating Skills and Needs	Lesson: Exploring the essence of job interviews as structured conversations for assessing the match between skills and needs. Activity: Discussing the puzzle analogy and how candidates fit into the organization's bigger picture.
3	Different Kinds of Interviews	Screening and In-depth Interviews	Lesson: Detailed insights into screening interviews as "first dates" and in-depth interviews for exploring experiences and qualifications. Activity: Role-playing scenarios for both types of interviews.
4	Tools of Communication: Modes of Interviews	Phone, Virtual, and In-person Interviews	Lesson: Understanding various communication modes in interviews, including phone, virtual, and in-person interactions. Activity: Simulated interviews using different communication modes.
5	Unit Assessment	Demonstrating Interview Skills	Assessment: Applying learned interview skills through a simulated interview scenario. Evaluating preparation, communication, and response techniques.

Unit 11: Job Seeking Skills Accept, Start, and Resign

Unit Overview

In the "Accept, Start, and Resign" lesson of the Job Seeking Skills module, young professionals are guided through the crucial aspects of accepting a job offer, navigating federal forms and legal documents, and gracefully resigning from a position. Before accepting a job offer, individuals are advised to scrutinize role details, ensure fair compensation, evaluate growth opportunities, and assess company culture. The lesson delves into essential federal forms like I-9 and W-4, emphasizing the importance of understanding legal documents such as employment contracts. The resignation process is outlined with an emphasis on open communication, fulfilling notice periods, and offering assistance for a smooth transition. Practical guidance is provided on crafting a resignation letter, including key components like expressing gratitude and offering transition support. The overall message is that informed decisions at each stage of one's career journey significantly impact professional growth, and the lesson offers interactive tasks to reinforce these skills in the Work Readiness Skills module.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 13 CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements

Day	Section	Key Concept	Lesson/Activity
1	Dress Code and First Impressions	Importance of Professional Appearance	Lesson: Significance of Dress Code and First Impressions in Professional Settings - Exploring the impact of attire on first impressions. Activity: Dress code role-play scenarios.
2	Punctuality and Preparedness	Time Management and Preparation	Lesson: Importance of Punctuality and Preparedness in Interviews - Understanding the role of time management in a professional setting. Activity: Time management exercises and interview preparation tips.
3	Interactions and Communication Skills	Effective Verbal and Non-verbal Communication	Lesson: Enhancing Interactions and Communication in Interviews - Improving verbal and non-verbal communication skills. Activity: Communication skill practice through role-playing.
4	Knowledge about the Role and Company	Researching Prospective Employers	Lesson: Researching the Role and Company - Emphasizing the importance of understanding the prospective employer. Activity: Research and prepare questions for a specific job role and company.
5	Unit Assessment	Comprehensive Professionalism Assessment	Description: Comprehensive assessment of professionalism concepts learned throughout the unit, including dress code, punctuality, communication, and research skills.

Unit 12: Job Seeking Skills Assessment

Unit Overview

The Job Seeking Skills Assessment lesson is a crucial component of the professional development curriculum, designed to evaluate and enhance students' capabilities in navigating the job market. This assessment focuses on various aspects of job-seeking skills, including resume writing, interview preparation, networking, and effective communication. Students engage in practical exercises and simulations, allowing them to apply theoretical knowledge to real-world scenarios. The lesson aims to provide individuals with a comprehensive understanding of the essential skills needed to secure employment successfully. Through self-assessment and feedback, participants gain insights into areas for improvement, empowering them to refine their job-seeking strategies and stand out in the competitive job market.

SOL Standard

Standards from Units7-11 will be assessed here.

Day	Section	Key Concept	Lesson/Activity
1	Accepting Job Offers	Informed Decision-Making	Lesson: Understand the importance of scrutinizing job details, evaluating compensation, and assessing company culture before accepting a job offer. Activity: Interactive tasks for reinforcing decision-making skills in the Work Readiness Skills module.
2	Navigating Legal Documents	Understanding Federal Forms	Lesson: Delve into essential federal forms like I-9 and W-4, emphasizing the importance of understanding legal documents such as employment contracts. Activity: Practical exercises on completing federal forms and understanding legal implications.
3	Graceful Resignation	Resignation Process	Lesson: Outline the resignation process with an emphasis on open communication, fulfilling notice periods, and crafting a resignation letter. Activity: Role-playing scenarios for practicing graceful resignation conversations.
4	Successful Interview Navigation	Structured Interviews	Lesson: Equip job seekers with tools for successful interviews, covering structured interview approaches, types, communication modes, preparation steps, and the STAR method. Activity: Mock interviews and interactive tasks for practical application of interview skills.
5	Unit Assessment	Application of Job Seeking Skills	Lesson/Activity: Comprehensive unit assessment evaluating the application of learned job-seeking skills, including decision-making, legal document understanding, graceful resignation, and successful interview navigation. Activity includes practical scenarios and questions to assess understanding and application.

Unit 13: Customer Service Introduction to Customer Service

Unit Overview

The "Introduction to Customer Service" lesson provides a comprehensive overview of the pivotal role customer service plays in business success. It defines customer service as more than issue resolution, emphasizing its role in creating memorable experiences, building trust, and fostering loyalty. The lesson explores diverse types and methods of customer service, from traditional in-person interactions to modern social media support. Additionally, it outlines key components for crafting an ideal customer service environment, including a friendly atmosphere, knowledgeable staff, effective communication tools, feedback mechanisms, a problem-solving attitude, and ongoing training. The subsequent sections highlight the importance of customer service, detailing what businesses gain from quality service, its effects on customer expectations and satisfaction, and the cultural aspects that contribute to positive service experiences. The lesson concludes by underscoring the enduring significance of mastering customer service skills for those entering the professional world.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service

Day	Section	Key Concept	Lesson/Activity
1	Introduction to Customer Service	Customer Service Defined	Lesson: Understanding the role of customer service in business. Activity: Discussing examples of businesses providing exceptional customer service.
2	Diverse Types & Methods of Service	In-Person Service	Lesson: Exploring traditional face-to-face customer service methods. Activity: Role-playing in-person service scenarios.
3	Diverse Types & Methods of Service	Phone Support	Lesson: Understanding the immediate and personal nature of phone support. Activity: Simulating phone support interactions.
4	Diverse Types & Methods of Service	Live Chat	Lesson: Exploring online real-time customer support. Activity: Engaging in a live chat simulation.
5	Unit Assessment	Synthesis of Unit Concepts	Description of Day 5 Unit Assessment: Evaluating understanding and application of customer service concepts.

Unit 14: Customer Service Customer Service Skills

Unit Overview

The lesson on Customer Service Skills emphasizes the pivotal role of understanding and responding to customer behavior in the business landscape. Serving as brand representatives, professionals are guided to not only offer products or services but to comprehend and navigate customer reactions effectively. The lesson delves into professional strategies utilized in the customer service industry, such as active listening, empathy, and solution-oriented approaches, fostering an environment that values customer feedback and continual improvement. The discourse further explores primary behavior patterns, providing working strategies for dealing with aggressive, passive, passive-aggressive, and assertive customer behaviors. By unraveling the diverse tapestry of customer behavior and employing effective strategies, professionals can ensure issue resolution and build trust and rapport with customers, ultimately leaving a lasting positive impression. Additionally, the lesson highlights the core skills required for a successful career in customer service, including listening skills, verbal communication, problem-solving, empathy, and adaptability. It underscores the blend of communication artistry and technological proficiency essential for addressing customer needs and enhancing the overall brand experience in the dynamic field of customer service. The accompanying interactive tasks encourage learners to engage with the material actively, ensuring a comprehensive understanding of these vital skills in the realm of work readiness.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service

Day	Section	Key Concept	Lesson/Activity
1	Customer Behavior	Understanding Customer Behavior	Lesson: Explore the importance of comprehending and responding to customer behavior. Activity: Discuss real-world scenarios and potential customer reactions.
2	Professional Strategies	Active Listening and Empathy	Lesson: Introduce active listening and empathy as key strategies in customer service. Activity: Role-playing exercises to practice active listening and empathy.
3	Professional Strategies	Solution-Oriented Approach and Patience	Lesson: Focus on adopting a solution-oriented approach and exercising patience in customer interactions. Activity: Case studies to apply solution-oriented thinking and patience.
4	Professional Strategies	Clear Communication and Feedback Collection	Lesson: Emphasize the significance of clear communication and proactive feedback collection. Activity: Communication exercises and creating feedback collection mechanisms.
5	Unit Assessment	Synthesis of Customer Service Concepts	Assessment: Evaluate understanding of customer behavior, professional strategies, and essential skills through scenarios and questions.

Unit 15: Customer Service Customer Service Representative Part 1

Unit Overview

The lesson "Customer Service Representative Part 1" introduces the pivotal role of Customer Service Representatives (CSRs) and explores the essential characteristics of effective customer service. CSRs act as the bridge between a company and its customers, playing a crucial role in ensuring customer satisfaction and loyalty. The characteristics highlighted include empathy, strong communication skills, patience, problem-solving abilities, knowledge about products or services, adaptability, and a positive attitude. The lesson also encourages self-assessment through a series of questions to evaluate one's alignment with these characteristics. Further, it delves into the duties and expectations of CSRs, emphasizing customer interaction, problem-solving, product knowledge, record-keeping, teamwork, and continuous learning. The lesson concludes by introducing the RUMBA method for setting professional goals, providing learners with valuable insights into the expectations of a CSR and essential goal-setting strategies. Interactive tasks are included to reinforce learning and application of the concepts introduced in the lesson.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service

Day	Section	Key Concept	Lesson/Activity
1	Customer Service Representative Part 1	Characteristics	Lesson: Introduction to the role of Customer Service Representatives (CSRs) and their primary responsibilities. Activity: Discuss real-life scenarios and the role of CSRs.
2	Characteristics of Good Customer Service	Empathy, Communication Skills, Patience, etc.	Lesson: Exploring essential characteristics of good customer service. Activity: Role-playing exercises to practice empathy, communication, and problem-solving skills.
3	Measuring Up Your Customer Service Skills	Self-assessment questions	Lesson: Self-assessment of customer service skills using provided questions. Activity: Reflect on personal experiences and discuss areas for improvement.
4	Duties and Expectations	Customer Interaction, Problem Solving, etc.	Lesson: Detailed overview of the duties and expectations of CSRs. Activity: Case studies to analyze and apply problem-solving techniques in different customer scenarios.
5	Unit Assessment	Synthesis of Unit Concepts	Unit Assessment: Apply the learned concepts in setting professional goals using the RUMBA method. Activity: Review and discuss individual goals.

Unit 16: Customer Service Customer Service Representative Part 2

Unit Overview

In "Customer Service Representative Part 2," the lesson explores the diverse world of cultures and backgrounds, likening it to a vibrant tapestry. It delves into the significance of cultural diversity, emphasizing the importance of recognizing and appreciating differences. The lesson sheds light on values and beliefs, crucial aspects in understanding various cultures, and stresses the significance of being culturally aware in customer service. The second part of the lesson navigates through handling tense situations, addressing different types of difficult customers and identifying causes of conflicts. Strategies for conflict resolution, including emotion-reducing models and problem-solving processes, are outlined, highlighting the importance of turning negative interactions into positive experiences. The interactive tasks aim to reinforce the understanding of cultural diversity and conflict resolution strategies, enhancing the skills of customer service representatives.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service

Day	Section	Key Concept	Lesson/Activity
1	Customer Service Representative Part 2 - A Diverse World	Cultural Diversity	Lesson: Explore the vibrant tapestry of diverse cultures and traditions. Activity: Discuss cultural values and beliefs and their impact on customer service.
2	Customer Service Representative Part 2 - Values and Beliefs in Different Cultures	Recognizing Cultural Values	Lesson: Understand the significance of values and beliefs in different cultures. Activity: Analyze scenarios to recognize and respect cultural values in customer service.
3	Customer Service Representative Part 2 - Being Culturally Aware	Effective Communication Across Cultures	Lesson: Emphasize the importance of cultural awareness in effective communication. Activity: Role-play scenarios to practice culturally sensitive customer interactions.
4	Customer Service Representative Part 2 - Handling Tense Situations	Dealing with Difficult Customers	Lesson: Navigate challenging customer interactions and emotions. Activity: Case studies on handling various types of difficult customers.
5	Unit Assessment - Conflict Resolution Strategies	Conflict Resolution	Description: Assess your understanding of conflict resolution strategies in customer service. Complete interactive tasks covering conflict scenarios and resolutions.

Unit 17: Customer Service Customer The Customer's Journey

Unit Overview

The lesson on Customer Service explores the intricacies of the customer's journey, drawing parallels between personal experiences with favorite brands and the stages businesses undergo in reaching, acquiring, and retaining customers. It emphasizes the importance of Customer Relationship Management (CRM) as the backbone of understanding and catering to customer needs. The lesson delves into different types of CRM and how businesses employ them to enhance customer experiences. The latter part focuses on the stages of the customer journey, highlighting customer retention and loyalty as the ultimate goals. It underscores the significance of trust, effective communication, genuine care, and fair treatment as foundational elements for building and sustaining customer loyalty. The lesson concludes by inviting reflection on personal brand preferences and the role of trust in shaping customer choices, emphasizing that trust and loyalty are inseparable in the customer's journey.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service

Day	Section	Key Concept	Lesson/Activity
1	The Customer's Journey	Building Relationships and Acquiring Patients	Lesson: Understanding the Customer's Journey - Exploring the five key stages of the customer journey. Activity: Reflecting on personal customer journeys and brand choices.
2	The Customer's Journey	CRM: The Backbone of Customer Relations	Lesson: Exploring CRM Concepts - Introducing Customer Relationship Management and its key components. Activity: Analyzing different types of CRM and their applications.
3	The Customer's Journey	CRM in Action	Lesson: Implementing CRM - Understanding how businesses use CRM software and its impact on customer experiences. Activity: Hands-on experience with CRM tools.
4	Customer Retention and Loyalty	Stages of the Customer Journey Explored	Lesson: Examining Customer Journey Stages - Investigating the stages businesses go through to retain and gain customer loyalty. Activity: Applying customer journey concepts to real-world scenarios.
5	Unit Assessment or Other Section	Customer Retention and Customer Loyalty	Assessment: Synthesis of Unit Concepts - Testing understanding of key concepts from the entire unit. Activity: Implementing strategies for customer retention and loyalty.

Unit 18: Customer Service Assessment

Unit Overview

The Customer Service Assessment lesson is designed to evaluate the comprehensive understanding and application of key concepts covered throughout the unit. This assessment serves as a culmination of the learning journey, testing students' proficiency in areas such as cultural awareness, conflict resolution strategies, and the dynamics of the customer's journey. Students will be assessed on their ability to navigate challenging customer interactions, apply customer service principles to various scenarios, and showcase their grasp of essential skills in maintaining positive customer relationships. The assessment aims to gauge the practical and theoretical knowledge acquired during the unit, ensuring that students are well-equipped with the competencies necessary for effective customer service in diverse and dynamic contexts.

SOL Standard

Standards 7 LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience

Standards 9 CUSTOMER SERVICE ORIENTATION: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service.

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Importance of Customer Service	Lesson: Overview of customer service's pivotal role in business. Activity: Reflect on diverse service methods, from in-person to social media.
2	Service Skills	Core Skills for Success	Lesson: Essential skills for customer service success. Activity: Interactive tasks applying communication and tech proficiency.
3	CSR Characteristics	Effective CSR Traits	Lesson: CSR role and key traits like empathy and adaptability. Activity: Self-assessment on alignment with CSR characteristics.
4	Cultural Awareness	Conflict Resolution	Lesson: Emphasizes cultural diversity and conflict resolution. Activity: Interactive tasks reinforce cultural awareness and conflict strategies.
5	Assessment	Synthesis and Application	Unit Assessment: Evaluate understanding and apply concepts. Description: Showcase proficiency in challenging interactions and essential service skills.

Unit 19: Critical Thinking Making Decisions

Unit Overview

The lesson on making decisions delves into the fundamental aspect of decision-making in our daily lives, exploring the intricate processes that individuals employ. It introduces various decision-making methods, ranging from emotional and intuitive to group and rational approaches. The spotlight is on rational decision-making, emphasizing its structured nature, reliance on logic and reasoning, and suitability for critical situations. The lesson acknowledges the time-consuming aspect of rational decision-making and highlights the significance of the quality of thought for successful outcomes. The overview concludes with an emphasis on understanding diverse decision-making methods, with a special focus on the rational method for significant choices. The importance of maintaining clear and unbiased thinking is stressed to fully benefit from logical decision-making. Interactive tasks within the Work Readiness Skills module aim to reinforce these concepts, providing learners with a practical understanding of decision-making skills and their application in real-world scenarios.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions

Day	Section	Key Concept	Lesson/Activity
1	Critical Thinking and Making Decisions	Decision-Making in Daily Life	Lesson: Explored the role of decision-making in daily life, prompting reflection on personal choices. Activity: Delved into the rational decision-making process, understanding its structured approach.
2	Types of Decision-Making	Understanding Decision-Making Methods	Lesson: Introduced various decision-making types, from emotional to rational. Activity: Explored the characteristics and applications of each method, emphasizing the significance of selecting the appropriate approach for specific situations.
3	A Deep Dive into Rational Decision-Making	Key Points of Rational Decision-Making	Lesson: Analyzed the structured nature of rational decision-making, focusing on logic and reasoning. Activity: Examined the ideal scenarios for employing rational decision-making and discussed its potential challenges, emphasizing the importance of thought quality for effective outcomes.
4	Applying Decision-Making Methods	Practical Application of Concepts	Lesson: Encouraged practical application of decision-making methods. Activity: Provided scenarios for learners to apply various decision-making approaches, fostering a hands-on understanding of when to use emotional, intuitive, group, or rational methods.
5	Unit Assessment or Other Section	Synthesis of Decision-Making Concepts	Assessment: Evaluated learners' understanding of decision-making concepts. Synthesis: Summarized key concepts, reinforcing the significance of logic and unbiased thinking. Activity: Provided interactive tasks within the Work Readiness Skills module, ensuring practical application and understanding of critical thinking skills in real-world scenarios.

Unit 20: Critical Thinking Why We Use Critical Thinking?

Unit Overview

In the lesson "Why Use Critical Thinking?" we explore the fundamental importance of critical thinking skills in decision-making and problem-solving. Delving into the core definition of critical thinking as the ability to think clearly and rationally, the lesson emphasizes its relevance in navigating the complexities of modern life, from personal decision-making to understanding global issues in the age of information overload. The benefits of solid thinking are highlighted, including better decision-making, effective problem-solving, independence from popular opinion, and enhanced communication skills. The core skills of a good critical thinker, such as information-gathering, curiosity, open-mindedness, reflection, and evaluation, are outlined to underscore the active components of critical thinking. The lesson concludes by emphasizing the value of critical thinking as a key skill for success in various life areas and provides interactive tasks to reinforce learning through the Work Readiness Skills module.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Why Use Critical Thinking?	The Essence of Solid Thinking	Lesson: Explored why some people make better decisions and delved into the essence of solid thinking, known as critical thinking. Activity: Reflect on personal experiences related to decision-making.
2	Understanding Critical Thinking	Definition and Importance	Lesson: Defined critical thinking as the ability to think clearly and rationally, involving information processing and analysis. Activity: Discuss and share examples of critical thinking in everyday life.
3	The Benefits of Critical Thinking	Better Decision Making, Problem Solving, Independence, Effective Communication	Lesson: Explored the benefits of critical thinking, including better decision-making, problem-solving, independence, and effective communication. Activity: Analyze case studies to identify how critical thinking could improve outcomes.
4	Core Skills of a Good Critical Thinker	Information-Gathering, Curiosity, Open-Mindedness, Reflection, Evaluation	Lesson: Discussed essential skills for effective critical thinking, such as information-gathering, curiosity, open-mindedness, reflection, and evaluation. Activity: Engage in activities to practice and enhance critical thinking skills.
5	Unit Assessment	Synthesis of Critical Thinking Concepts	Assessment: Demonstrate understanding by applying critical thinking to real-world scenarios. Activity: Complete the unit assessment and submit responses for evaluation.

Unit 21 Critical Thinking

Unit Overview

In the "Thinking Critically" lesson, the focus is on equipping individuals with a toolkit for their minds by developing and honing the foundational skills of critical thinking. Exploring the pillars of critical thinking, the lesson delves into the importance of information-gathering, curiosity, open-mindedness, reflection, and evaluation. These skills are portrayed as essential tools that empower individuals to dissect, analyze, and comprehend information effectively. The lesson emphasizes that these skills, akin to muscles, strengthen with practice and use. Whether making decisions, solving problems, or navigating complex topics, the acquired skills guide individuals in making well-informed and rational choices. The interactive tasks encourage learners to actively engage with the material, reinforcing the application of critical thinking skills in real-world scenarios.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Overview of Critical Thinking	Lesson: Explored the essence of critical thinking as a toolkit for the brain. Activity: Identified specific tools (skills) forming the foundation of critical thinking.
2	Pillars of Critical Thinking	Information-Gathering and Curiosity	Lesson: Discussed the importance of information-gathering before decision-making. Activity: Practiced curiosity by asking "why" and "how" to deepen understanding.
3	Pillars of Critical Thinking	Open-Mindedness and Reflection	Lesson: Explored the significance of open-mindedness and considering various perspectives. Activity: Engaged in reflective exercises to pause, ponder, and consider broader implications.
4	Pillars of Critical Thinking	Evaluation	Lesson: Emphasized the skill of critically analyzing information for accuracy and relevance. Activity: Practiced evaluation through real-world scenarios.
5	Unit Assessment	Synthesis of Critical Thinking Concepts	Assessment: Applied all learned skills to solve complex problems or make decisions. Summary: Recapitulated the importance of critical thinking skills for well-informed, rational decisions.

Unit 22 Critical Thinking Break it Down and Clarify

Unit Overview

In the "Break It Down and Clarify" lesson, we explored the analogy of tackling a complex jigsaw puzzle to emphasize the importance of breaking down and understanding new information. The three-step method introduced guides learners in evaluating the value of information: first, breaking down and clarifying by dissecting the information and demystifying ambiguity; second, analyzing each part, questioning evidence, identifying biases, and assessing logical coherence; and finally, deciding the overall value and trustworthiness of the information. The lesson underscores that navigating through information is a skill that improves with practice, and by honing these skills, individuals become adept at separating valuable insights from irrelevant or misleading details, enhancing their ability to make informed decisions and strengthen their critical thinking capabilities.

SOL Standard

Standards 1 CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Day	Section	Key Concept	Lesson/Activity
1	Break It Down and Clarify	Information Evaluation	Lesson: Introduction to the importance of breaking down and clarifying information. Activity: Practice dissecting information, identifying main arguments, and demystifying ambiguity.
2	The Art of Evaluating Information	Three-Step Method	Lesson: Understanding and applying the three-step method for evaluating information. Activity: Analyzing information by examining each part, asking critical questions, and deciding its overall value.
3	Navigating Through Information	Skill Refinement	Lesson: Refining skills in navigating through information. Activity: Further practice in breaking down, clarifying, and evaluating information using real-world examples.
4	Understanding and Applying Skills	Practical Application	Lesson: Applying information evaluation skills to practical scenarios. Activity: Engaging in hands-on exercises to apply the learned skills in various contexts.
5	Unit Assessment	Synthesis of Information Evaluation	Unit Assessment: Comprehensive evaluation of information evaluation skills acquired throughout the unit. Synthesis: Reflecting on the key concepts and applying them to real-world situations.

Unit 23 Critical Thinking Analyze It

Unit Overview

In the lesson "Analyze It," we embarked on a journey to unravel the intricacies of analyzing arguments that permeate our daily lives. Recognizing that arguments are pervasive, from advertisements to friendly debates, the lesson focused on developing the skills needed to distinguish strong, well-supported arguments from weaker ones. Emphasizing the role of healthy skepticism, the lesson encouraged learners to question arguments, fostering curiosity and a critical mindset. Accuracy and logical correctness were highlighted as key criteria for evaluating the strength of an argument, urging learners to go beyond superficial aspects like passion or volume. The lesson also delved into the realm of logical fallacies, cautioning against deceptive arguments that may sound convincing but lack logical rigor. By honing analytical skills, adopting skepticism, and being vigilant against logical pitfalls, learners are equipped to navigate the vast landscape of arguments, emerging as better thinkers and communicators. The practical application of these skills was emphasized, urging learners to employ their newfound knowledge in real-world scenarios, ensuring a comprehensive understanding of the art of analysis in critical thinking.

SOL Standard

Standards 1 CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Day	Section	Key Concept	Lesson/Activity
1	Analyze It	The Pursuit of Strong Arguments	Lesson: Navigating the intricacies of analyzing arguments. Activity: Exploring real-world examples of arguments in various contexts.
2	The Role of Healthy Skepticism	The Role of Healthy Skepticism	Lesson: Understanding the importance of healthy skepticism in evaluating arguments. Activity: Engaging in exercises to develop a skeptical mindset and question assumptions.
3	Accuracy & Logical Correctness	Accuracy & Logical Correctness	Lesson: Emphasizing the significance of accuracy and logical correctness in argument analysis. Activity: Analyzing sample arguments for factual accuracy and logical coherence.
4	Beware of Logical Fallacies	Beware of Logical Fallacies	Lesson: Exploring common logical fallacies and understanding how to identify them. Activity: Practicing recognition of logical fallacies in different scenarios.
5	Unit Assessment	Synthesis of Unit Concepts	Conduct a comprehensive unit assessment, integrating key concepts learned throughout the week. Tasks may include analyzing complex arguments, identifying fallacies, and demonstrating critical thinking skills.

Unit 24 Critical Thinking Decide Its Value

Unit Overview

In today's lesson, we delved into the heart of critical thinking, focusing on the vital skill of evaluating information. Analogous to discerning treasures from trinkets in a chest, we explored the pillars of value: strength and relevance of arguments. Strong arguments, akin to a sturdy foundation, ensure information withstands scrutiny, while relevance acts as a compass guiding its direction. The lesson emphasized the pivotal role of valuable information in decision-making, positioning it as tools in our toolkit that profoundly influence the outcomes of our choices. Although the art of evaluation is intricate, the mastery of this skill promises informed, reasoned decisions. As we progress in our journey of critical thinking, we are reminded that evaluation serves as the compass guiding us to the truth, empowering us to navigate the vast sea of information with a discerning eye.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Day	Section	Key Concept	Lesson/Activity
1	Introduction to Evaluating Information	The Importance of Evaluation	Lesson: Introduced the concept of evaluating information and its critical role. Activity: Engaged in discussions and exercises to understand the significance of evaluating information.
2	Pillars of Value - Strength of Arguments	Evaluating Argument Strength	Lesson: Focused on understanding the strength of arguments and how it contributes to the overall value of information. Activity: Analyzed real-world examples to identify strong arguments.
3	Pillars of Value - Relevance to the Issue	Ensuring Relevance of Information	Lesson: Explored the importance of relevance in information. Activity: Examined various scenarios to determine the relevance of information to specific issues.
4	The Role of Valuable Information in Decision-Making	Information as Tools in Decision-Making	Lesson: Explored how valuable information serves as essential tools in decision-making. Activity: Simulated decision-making scenarios to apply the concept of using information as tools.
5	Unit Assessment	Synthesis of Unit Concepts	Assessment: Tested the synthesis of key concepts learned throughout the unit. Activity: Engaged in a comprehensive assessment to demonstrate understanding and application of critical thinking skills.

Unit 25 Critical Thinking The Critical Thinking Process

Unit Overview

In the lesson concerning the Critical Thinking Process, learners are introduced to a systematic approach for more effective thinking. Analogous to navigating through a map during an adventure, the process begins with defining the issue, followed by brainstorming various ideas, evaluating them based on evidence, considering potential outcomes, and ultimately choosing the most suitable idea. The lesson underscores the importance of a deliberate and step-by-step journey in critical thinking, prioritizing the direction of thought rather than speed. Practical application is encouraged through interactive tasks, facilitating the enhancement of critical thinking skills among the learners.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions

Day	Section	Key Concept	Lesson/Activity
1	The Critical Thinking Process	Critical Thinking	Lesson: Learners delve into the sequential steps of critical thinking, comparing it to a structured roadmap for intellectual journeys. Activity: Interactive tasks guide learners in applying the defined steps to real-world scenarios.
2	Mapping Out the Critical Thinking Steps	Define the Issue	Lesson: Focus on defining the problem or issue as the foundation of critical thinking. Activity: Engage in exercises that sharpen the skill of clearly articulating and delineating the problem at hand.
3	Mapping Out the Critical Thinking Steps	Explore Different Ideas	Lesson: Introduction to the brainstorming phase, allowing learners to gather diverse ideas about the issue. Activity: Activities promoting creative thinking and exploration of various perspectives.
4	Mapping Out the Critical Thinking Steps	Evaluate the Ideas	Lesson: In-depth exploration of evaluating collected ideas, emphasizing feasibility and evidence. Activity: Practical exercises to inspect and assess the merit of different ideas.
5	Unit Assessment	Choose the Best Idea	Lesson: Final step involves making informed decisions by choosing the best idea based on the evaluation process. Activity: Unit assessment tasks to apply critical thinking steps in a comprehensive manner.

Unit 26 Critical Thinking Defining Logical Fallacies

Unit Overview

In the lesson "Defining Logical Fallacies," learners are introduced to the concept of logical fallacies and the potential pitfalls they pose in critical thinking. Using the analogy of brainteasers as brain workouts, the lesson emphasizes the danger of preconceived notions in critical thinking and how brainteasers serve as practical tools to identify and challenge hasty judgments. The subsequent exploration of logical fallacies delves into common examples like Ad Hominem, Bandwagon, Red Herring, and Slippery Slope, revealing how these flawed reasoning tactics can mislead in debates. By understanding and recognizing logical fallacies, learners are equipped to navigate discussions more effectively, revealing the importance of critical thinking in deciphering arguments and making informed decisions.

SOL Standard

Standards 2 CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action

Standards 11 BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions

Standards 19 MATHEMATICS: Applies mathematical skills to complete tasks as necessary

Day	Section	Key Concept	Lesson/Activity
1	Think Better with Brainteasers	Identifying Preconceived Notions	Lesson: Introduction to Preconceived Notions and their impact on critical thinking. Activity: Engage in brainteasers to recognize and challenge preconceived notions.
2	Think Better with Brainteasers	Avoiding Pitfalls in Critical Thinking	Lesson: Understanding the dangers of preconceived notions in critical thinking. Activity: Discuss real-life scenarios where preconceived notions can lead to faulty conclusions.
3	Logical Fallacies	Recognizing Logical Fallacies	Lesson: Introduction to logical fallacies and their role in debates. Activity: Analyze examples of logical fallacies to enhance recognition skills.
4	Logical Fallacies	Common Logical Fallacies	Lesson: Detailed exploration of common logical fallacies, including Ad Hominem, Bandwagon, Red Herring, and Slippery Slope. Activity: Group activity to identify and categorize logical fallacies in different scenarios.
5	Unit Assessment	Synthesis of Concepts	Assessment: Apply knowledge of preconceived notions and logical fallacies to analyze a provided scenario. Activity: Reflect on the unit's key concepts and their practical implications for critical thinking.

Unit 27 Critical Thinking Assessment

Unit Overview

In this assessment-focused lesson on critical thinking, individuals engage in a comprehensive review and application of the critical thinking concepts explored throughout the unit. Participants are tasked with demonstrating their ability to identify and analyze preconceived notions, recognize common logical fallacies, and employ effective critical thinking processes. The assessment comprises scenarios and questions that challenge learners to apply their acquired knowledge to real-world situations, emphasizing the practical application of critical thinking skills. Through this evaluative process, participants solidify their understanding of critical thinking and its significance in making informed decisions, ultimately enhancing their analytical and reasoning capabilities.

SOL Standard

Standards from Units 19 – 26 will be assessed here

Day	Section	Key Concept	Lesson/Activity
1	Thinking Critically	Foundational Skills	Lesson: Explored critical thinking pillars – information-gathering, curiosity, open-mindedness, reflection, and evaluation. Activity: Applied skills in real-world scenarios through interactive tasks.
2	Why Use Critical Thinking?	Importance	Lesson: Emphasized critical thinking's vital role in decision-making and problem-solving. Highlighted core skills and engaged in Work Readiness Skills tasks.
3	Break It Down and Clarify	Evaluate Information	Lesson: Introduced a three-step method for evaluating information. Emphasized separating valuable insights from irrelevant details. Activity: Practiced information evaluation through tasks.
4	Analyze It	Analyzing Arguments	Lesson: Explored analyzing arguments, focusing on skepticism, accuracy, and logical correctness. Discussed logical fallacies. Activity: Applied skills in Work Readiness Skills tasks.
5	Unit Assessment	Synthesis of Concepts	Description: Comprehensive review and application of critical thinking concepts. Assessment included scenarios for real-world application.

Unit 28 Career Development Definitions and Career Planning

Unit Overview

In the lesson "Definitions and Career Planning," learners embark on a crucial exploration of career planning, understanding the distinctions between job, occupation, and career. Stressing the value of time spent working, the lesson emphasizes the necessity of career planning as a professional GPS, guiding individuals through their professional journey. Learners are provided with a step-by-step guide to crafting a career plan, including self-assessment, occupation selection, goal development, and continuous review. The significance of career planning lies in offering direction, adaptability, and contributing to overall success in one's professional aspirations. The lesson further delves into the importance of self-assessment, introducing the Holland Code as a method to identify intrinsic interests and educational goals. By providing interactive tasks, including a self-assessment survey and a downloadable career plan document, the lesson actively engages learners in the process of introspection and career planning, ensuring alignment with their genuine aspirations and fostering adaptability in the evolving professional landscape.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Definitions and Career Planning	Importance of Career Planning	Lesson: Explore the critical components of career planning and the significance of having a career plan. Activity: Discuss the distinctions between job, occupation, and career, emphasizing the value of time in one's professional journey.
2	Crafting a Career Plan	Creating a Professional GPS	Lesson: Break down the steps of creating a career plan, including self-assessment, occupation selection, goal development, and continuous review. Activity: Engage in an interactive session to apply the steps and start crafting individual career plans.
3	Why Career Planning Matters	Crucial Aspects of Career Planning	Lesson: Highlight the importance of career planning in providing direction, adaptability, and contributing to success. Emphasize the continuous and evolving nature of the career planning process. Activity: Discuss success stories related to effective career planning and its impact on motivation and achievement.
4	Self-Assessment and Holland Code	Knowing Your Starting Point	Lesson: Stress the significance of self-assessment in understanding interests and educational aspirations. Introduce the Holland Code as a method for categorizing individual preferences. Activity: Complete the Holland Code Self-Assessment Survey and discuss its implications on career paths.
5	Unit Assessment	Synthesis of Unit Concepts	Lesson: Summarize key concepts from the unit, emphasizing the integration of career planning components, self-assessment, and educational goals. Activity: Complete the Career Plan Document and submit it in Unit 31, reinforcing the practical application of learned concepts. Unit Assessment: Answer Unit Questions to assess comprehension and application of unit content.

Unit 29 Career Development Explore, Research, and Choosing a Career

Unit Overview

In the "Career Development" lesson, learners transition from self-assessment to actively exploring and researching potential career paths. Utilizing tools like the Occupation Research sheet and the O-Net Online website, learners align their interests and educational goals with real-world job opportunities. The lesson emphasizes the importance of thorough research, dividing the process into two parts: exploring careers using the Occupational Outlook Handbook and the Occupation Research Sheet, and delving deeper into chosen careers through detailed analysis on O-Net Online. The ultimate goal is to empower learners to make informed decisions about their future careers by considering factors such as job responsibilities, potential earnings, and job outlook. The lesson culminates in the crucial task of choosing a career based on research findings, encouraging learners to continually reassess their choices and stay adaptable to evolving interests. Interactive tasks involve completing the Holland Code Self-Assessment, Occupation Research, and Career Plan, ensuring practical application of the learned concepts in their career development journey.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Exploring Careers	Self-assessment and Educational Goals	Lesson: Introduction to career exploration based on self-assessment. Activity: Utilize tools like the Occupation Research sheet and O-Net Online to identify jobs aligning with the Holland Code and educational goals.
2	Researching Careers, Part 1	In-depth Exploration	Lesson: Explore selected careers using the Occupational Outlook Handbook and Occupation Research Sheet. Activity: Collect detailed information about job responsibilities, potential earnings, and future job outlook.
3	Researching Careers, Part 2	Further Investigation	Lesson: Build on previous research using O-Net Online for additional insights into job pay, popularity, and regional variations. Activity: Dive deeper into chosen careers, updating the Occupation Research Sheet.
4	Choosing a Career	Informed Decision-Making	Lesson: Use gathered research to choose a career that aligns with personal interests and goals. Activity: Add the chosen job and its details to the Career Plan, emphasizing the importance of occasional reassessment.
5	Unit Assessment	Synthesis of Concepts	Description: Engage in a unit assessment to synthesize key concepts learned throughout the unit. Interactive tasks include completing the Holland Code Self-Assessment, Occupation Research, and Career Plan documents, reinforcing practical application.

Unit 30 Career Development Career Goals and Barriers

Unit Overview

The "Career Development" lesson delves into the fundamental aspects of setting and achieving career goals. Beginning with an exploration of the distinctions between short-term and long-term goals, the lesson emphasizes the significance of breaking down extensive long-term objectives into manageable short-term milestones. Highlighting the importance of a clear vision as the foundation for goal-setting, the lesson introduces the SMART criteria, ensuring goals are Specific, Measurable, Achievable, Relevant, and Time-Bound. The concept of action plans is introduced as a crucial tool to navigate the journey towards achieving set goals. Furthermore, the lesson introduces the concepts of Career Clusters and Career Pathways, providing a structured approach for students and adults to make informed decisions about their educational and career paths. Additionally, the lesson addresses potential barriers to career success, both internal and external, stressing the importance of recognizing and strategizing to overcome these obstacles. Overall, the lesson provides practical insights and tools for effective career planning and development, encouraging a proactive and strategic approach to navigate the professional landscape.

SOL Standard

Standards 12 CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

Standards 13 CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements.

Standards 15 INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks

Day	Section	Key Concept	Lesson/Activity
1	Career Goals and Barriers	What are Goals?	Lesson: Introduction to the significance of setting long-term and short-term goals. Explanation of short-term and long-term goal differences. Activity: Reflection on personal ambitions and classification into short-term and long-term goals.
2	Career Goals and Barriers	Breaking Down Long-Term Goals	Lesson: Addressing challenges with long-term goals and breaking them into manageable short-term goals. Activity: Practical exercise in breaking down a long-term goal into smaller, achievable tasks.
3	Career Goals and Barriers	The Importance of Vision	Lesson: Emphasizing the role of vision in defining long-term goals. Activity: Vision-setting exercise to align long-term objectives with a broader aspirational image of the future.
4	Career Goals and Barriers	Making Goals SMART	Lesson: Introducing SMART criteria for effective goal-setting. Activity: Applying SMART criteria to personal goals to enhance clarity and increase the likelihood of achievement.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other	Assessment: Evaluate understanding of goal-setting, vision alignment, breaking down goals, and SMART criteria. Activity: Practical application of concepts learned throughout the unit, potentially involving the creation of a personalized career plan.

Unit 31 Career Development Assessment

Unit Overview

The "Career Development" lesson delves into goal-setting, emphasizing short-term and long-term goals, introducing SMART criteria and action plans. It explores Career Clusters, Pathways, and addresses internal and external career barriers. Learners actively use tools like Occupation Research and O-Net Online for career exploration, culminating in the crucial task of choosing a career with adaptability. Interactive tasks ensure practical application. In "Definitions and Career Planning," learners understand job, occupation, career distinctions, and the importance of career planning as a professional GPS. It highlights the step-by-step guide, self-assessment with the Holland Code, and fosters adaptability in the evolving professional landscape.

SOL Standard

All standards from Units 28-30 will be assessed here

Day	Section	Key Concept	Lesson/Activity
1	Career Development	Setting and Achieving Career Goals	Lesson: Explore distinctions between short-term and long-term goals. Introduce SMART criteria and action plans. Activity: Reflect on personal goals and create a SMART goal.
2	Career Development	Transition from Self-Assessment to Career Exploration	Lesson: Utilize tools like Occupation Research and O-Net Online. Emphasize the importance of research in career decision-making. Activity: Explore careers using the Occupational Outlook Handbook and Occupation Research Sheet.
3	Definitions and Career Planning	Understanding Job, Occupation, Career	Lesson: Define job, occupation, and career. Stress the value of career planning as a professional GPS. Activity: Craft a personal career plan including self-assessment and goal development.
4	Self-Assessment and Educational Goals	Identifying Interests and Educational Aspirations	Lesson: Introduce the Holland Code for self-assessment. Emphasize the importance of aligning interests with educational goals. Activity: Complete the Holland Code Self-Assessment Survey.
5	Unit Assessment - Goal Setting and Career Exploration	Synthesis of Unit Concepts	Assessment: Demonstrate understanding through setting a SMART goal and exploring careers based on learned concepts. Activity: Complete tasks related to the Holland Code, Occupation Research, and Career Plan.

Unit 32 Workplace Issues

Unit Overview

The "Workplace Issues" unit provides a comprehensive exploration of technology's role in diverse work environments, emphasizing the advantages and disadvantages of indoor and outdoor workplaces. It delves into business and entrepreneurship, introducing various types of businesses and the significance of mission statements. The unit extensively covers technology in the workplace, addressing safety concerns and ethical considerations associated with technological advancements. In the "Employee Safety" section, the focus shifts to paramount concerns about employee safety, detailing various training methods, adherence to regulations, and the crucial role of the Occupational Safety & Health Act (OSHA). "Come Home Safe" stories reinforce the fundamental right of every worker to a safe workplace. The unit concludes by highlighting safety scenarios through a quiz, emphasizing the collective responsibility for maintaining a secure work environment.

SOL Standard

Standards 4 INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect

Standards 5 WORK ETHIC: Consistently works to the best of one’s ability and is diligent, dependable, and accountable for one’s actions

Standards 16 INFORMATION SECURITY: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities

Standards 17 INFORMATION TECHNOLOGY: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions

Standards 18 JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Standards 21 READING AND WRITING: Reads and interprets workplace documents and writes effectively

Standards 22 WORKPLACE SAFETY: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Technology in the Workplace	Lesson: Overview of the role of technology in the workplace. Activity: Review "The Workplace" slides 5-16 and complete Work Readiness Skills module.
2	The Workplace	Understanding Work Environments	Lesson: Explore indoor and outdoor work environments, business vs. entrepreneurship, and types of businesses. Activity: Navigating work environments.
3	The Workplace	Technology's Impact and Ethical Concerns	Lesson: Delve into the ubiquity of technology in the workplace and associated ethical concerns. Activity: Assessing technology-related scenarios.
4	Employee Safety	Ensuring Workplace Safety	Lesson: Comprehensive overview of employee safety, OSHA's role, and safety regulations. Activity: Interactive scenarios and safety adherence quiz.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Assessment: Safety Scenarios in the Workplace Quiz. Synthesis: Recap key concepts and their collective role in ensuring a safe workplace.

Unit 33 Safe Working Environments

Unit Overview

The "Safe Working Environments" lesson is a comprehensive exploration of the hazards and challenges young workers may encounter on the job, emphasizing the significance of safety measures and preventative strategies. The unit begins by highlighting the importance of safety and security policies, setting the stage for an in-depth analysis of workplace hazards faced by teens. The lesson categorizes hazards into safety, health, and other health hazards, providing tangible examples for each. A focus on understanding the factors contributing to workplace injuries among teenagers follows, including inadequate safety measures, stressful conditions, insufficient training, violation of labor laws, and the lack of supervision. The lesson concludes by addressing emergencies at work and presenting examples of hazards specific to various industries. The interactive hazard activity engages learners in identifying safety and health hazards in different workplace scenarios, reinforcing the importance of recognizing and mitigating potential risks in various work environments.

SOL Standard

Standards 4 INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect

Standards 18 JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively

Standards 21 READING AND WRITING: Reads and interprets workplace documents and writes effectively

Standards 22 WORKPLACE SAFETY: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Importance of Safety and Security Policies	Lesson: Explore the significance of safety and security policies in the workplace. Activity: Review "Safe Working Environment" slides, watch "Career Interview" videos, review "Vocabulary Handout," complete "Student Notes – Safe Working Environment" interactive, and complete "Vocabulary – Safe Working Environment" interactive.
2	Hazards	Identifying Workplace Hazards	Lesson: Understand the dangers faced by teen workers and categorize hazards into safety, health, and other health hazards. Activity: Identify and address safety and health hazards through interactive scenarios.
3	Kinds of Hazards	Types of Workplace Hazards	Lesson: Explore safety hazards (e.g., sharp objects, violence), health hazards (e.g., chemical exposure), and other health hazards (e.g., stress, harassment). Activity: Recognize and address hazards in various workplace scenarios.
4	Understanding Workplace Injuries	Causes and Prevention of Workplace Injuries	Lesson: Examine factors contributing to workplace injuries, including lack of safety measures, stressful conditions, inadequate training, labor law violations, and lack of supervision. Activity: Discuss and propose strategies to prevent workplace injuries.
5	Unit Assessment	Synthesis of Unit Concepts	Activity: Conduct a comprehensive unit assessment covering the key concepts of safety and security policies, workplace hazards, types of hazards, workplace injuries, and emergency management.

Unit 34 Mathematics in the Workplace

Unit Overview

The "Mathematics in the Workplace" unit introduces students to the practical application of mathematics across various professional settings. Beginning with an exploration of the importance of mathematics and its pervasive role in daily life, the unit progresses to illustrate how mathematical concepts are employed in diverse industries and careers. Through engaging activities, such as reviewing application slides, exploring basic math functions, and delving into data analysis, students enhance their mathematical skills and problem-solving abilities. The unit emphasizes the relevance of mathematics in tasks like time management, analyzing pay rates, budgeting personal finances, comparing prices, and understanding statistics. The incorporation of a structured framework for math problem-solving, insights into problem definition and solution verification, and the exploration of graphical representations in data analysis contribute to a comprehensive understanding of the subject. By culminating in a key math words activity, students reinforce their understanding of mathematical operations and their associated keywords.

SOL Standard

Standards 19 MATHEMATICS: Applies mathematical skills to complete tasks as necessary

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Importance of Mathematics in Workplace	Lesson: Explore the significance of mathematics in various workplace settings. Activity: Review "Application" slides (4 – 38) and complete the "Student Notes – Applications" Interactive.
2	Applications	Mathematics in Daily Life	Lesson: Understand the role of mathematics in daily life. Activity: Review "Basic Math" slides (39 - 49) and complete the "Student Notes – Basic Math" Interactive.
3	Applications	Mathematics in Industries and Careers	Lesson: Examine how mathematics is applied in different industries and careers. Activity: Review "Data Analysis" slides (106 - 128) and complete the "Student Notes – Data Analysis" Interactive.
4	Basic Math	Five-Step Framework for Problem Solving	Lesson: Introduce the five-step framework for math problem-solving. Activity: Engage in illustrated examples of basic math functions.
5	Unit Assessment	Synthesis of Unit Concepts	Lesson: Review and emphasize key concepts regarding the significance of mathematics in workplaces, daily life, and various industries. Activity: Conduct a Unit Assessment comprising real-world problem-solving tasks, multiple-choice questions, and reflections to evaluate students' comprehensive understanding of the unit's content and its practical applications.

Unit 35 Financial Literacy Taxes and Paychecks

Unit Overview

In the "Taxes and Paychecks" unit, students will explore the fundamental concepts of taxes and paycheck structures. The unit begins with an overview of the basics of taxes, emphasizing the federal tax system's role and the key entities involved, such as Congress, the IRS, and the U.S. Treasury. Various types of taxes at different government levels are discussed, shedding light on their distinct purposes and impacts. The unit then explores the broader implications of taxes on behavior and society, showcasing how they can influence societal norms and address broader issues. The second part of the unit focuses on understanding the paycheck journey, introducing concepts like withholding, tax responsibilities for employees and self-employed individuals, and the significance of forms like W4 and W9. The unit concludes with a detailed breakdown of paycheck calculations, distinguishing between gross pay and net pay, and includes practical activities such as a tax matching worksheet and a pay stub evaluation to enhance students' comprehension and practical application of the concepts learned.

SOL Standard

Standards 19 MATHEMATICS: Applies mathematical skills to complete tasks as necessary

Day	Section	Key Concept	Lesson/Activity
1	Introduction	Overview of Taxes and Paychecks	Lesson: Introduction to the importance of taxes and paychecks. Activity: Watch videos on "Taxes" and "Paychecks."
2	The Basics of Taxes	Understanding Federal Tax System	Lesson: Delve into the basics of taxes, federal tax system, and key entities involved. Activity: Discuss and define key terms related to taxes.
3	Types of Taxes	Exploring Various Tax Types	Lesson: Explore different types of taxes at different government levels. Activity: Tax matching worksheet to identify levels of government for specific taxes.
4	Tax Implications on Behavior and Society	Societal Impact of Taxes	Lesson: Discuss how taxes can influence behavior and address societal issues. Activity: Reflect on societal changes influenced by taxes.
5	Unit Assessment or Other Section	Synthesis of Unit Concepts	Description: Assess students' understanding of taxes and paychecks. Activities: Tax matching worksheet completion and pay stub evaluation.

Unit 36 Workplace Readiness Skills Assessment

Unit Overview

The course covers a comprehensive set of workplace skills essential for professional success. It begins with Creativity and Innovation, emphasizing the importance of original thinking in problem-solving. The subsequent skills include Critical Thinking, Initiative, and Self-Direction, focusing on proactive leadership. Integrity and Work Ethic are highlighted as foundational traits, emphasizing commitment and reliability. Conflict Resolution, Listening, and Speaking skills underscore effective communication. Respect for Diversity promotes inclusivity, while Customer Service Orientation emphasizes positive interactions. Teamwork and Big Picture Thinking stress collaborative and strategic perspectives. Continuous Learning and Adaptability ensure staying relevant in a dynamic environment. Information Literacy, Information Security, and Information Technology proficiency address the digital landscape. Job-Specific Tools, Mathematics, Professionalism, and Reading/Writing skills are essential for task execution and clear communication. Workplace Safety concludes the lesson, emphasizing the importance of a secure professional environment. Overall, these skills collectively form a holistic approach to navigate and succeed in the modern workplace.

SOL Standard

Standards 16 INFORMATION SECURITY: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities

Standards 17 INFORMATION TECHNOLOGY: Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions

Standards 18 JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively

Standards 19 MATHEMATICS: Applies mathematical skills to complete tasks as necessary

Standards 20 PROFESSIONALISM: Meets organizational expectations regarding work schedule, behavior, appearance, and communication

Standards 21 READING AND WRITING: Reads and interprets workplace documents and writes effectively

Standards 22 WORKPLACE SAFETY: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Day	Section	Key Concept	Lesson/Activity
1	Creativity and Innovation in the Workplace	What is it? Why is it important? What does it look like in action?	Introduction to Creativity and Innovation Brainstorming session for creative ideas
2	Critical Thinking and Problem Solving in the Workplace	What is it? Why is it important? What does it look like in action?	Developing Critical Thinking Skills Problem-solving scenarios and discussions
3	Initiative and Self-Direction in the Workplace	What is it? Why is it important? What does it look like in action?	Understanding Initiative and Self-Direction Identifying workplace needs and proposing solutions
4	Integrity in the Workplace	What is it? Why is it important? What does it look like in action?	Exploring Workplace Integrity Case studies on ethical decision-making
5	Unit Assessment or Other Section	Synthesis of Unit Concepts or Other Concept	Assessment: Evaluate understanding of key concepts and their application in workplace scenarios

American Sign Language I

Overview

This course introduces students to American Sign Language (ASL), focusing on foundational elements, grammar structures, and conversational skills. It is structured into 36 units, each covering specific topics and skills in ASL. Regular reviews and two final exams are included to assess understanding and proficiency.

Units

1. **Introduction to ASL**: Basics of ASL, its significance, and foundational principles.
2. **Tense Indicators and Lexicalized Finger Spelling**: Understanding temporal aspects and specialized finger spelling.
3. **Places and Locations**: Sign language vocabulary for various locations and places.
4. **Simple Sentences**: Constructing basic sentences in ASL.
5. **Setting Up People, Places, and Things**: Descriptive techniques in ASL for setting scenes.
6. **Review of Units 1-5**: Consolidation of initial ASL concepts and skills.

7. **Non-Manual Signals**: The role of facial expressions and body language in ASL.
8. **Mouth Morphemes**: Understanding mouth movements in ASL communication.
9. **Use of Adjectives**: Incorporating descriptive words into ASL.
10. **Classifiers Part I**: Introduction to ASL classifiers.
11. **Plural Classifiers Part II**: Advanced concepts in classifiers and plurality.
12. **Review of Units 7-11**: Reinforcing intermediate ASL skills.
13. **Synonyms**: Exploring synonymous signs in ASL.
14. **Declarative Sentences**: Forming statements in ASL.
15. **Conditional Sentences**: Constructing conditional phrases and sentences.
16. **Conjunctions**: Using conjunctions to connect ideas in ASL.
17. **Review of Units 13-16**: Review of advanced sentence structures.
18. **First Semester Final**: Comprehensive exam on first semester content.
19. **Verbs**: Deep dive into ASL verbs and their usage.

20. **Noun-Verb Pairs**: Understanding the noun-verb relationship in ASL.
21. **Sign Plurality**: Expressing plural forms in ASL.
22. **Expansions**: Expanding basic signs to convey complex ideas.
23. **Distributional Aspects**: Understanding the distribution of signs in ASL.
24. **Review of Units 19-23**: Reinforcement of second semester initial concepts.
25. **Describing Homes**: Vocabulary and structures for describing homes and living spaces.
26. **Temporal Aspects**: Time-related signs and concepts in ASL.
27. **Giving Directions**: Techniques for providing directions in ASL.
28. **Rhetorical Questions**: Formulating and understanding rhetorical questions.
29. **Commands**: Using imperative forms in ASL.
30. **Review of Units 24-29**: Review of advanced ASL concepts.
31. **Time Concepts**: Comprehensive understanding of time in ASL.
32. **Story Telling**: Techniques for narrative construction in ASL.

33. **Money**: Vocabulary and concepts related to money and transactions.
34. **Receptive Skills**: Developing skills for understanding ASL in conversation.
35. **Review of Units 31-34**: Final review before the semester-end exam.
36. **Second Semester Final Exam**: Comprehensive assessment of the entire course.

Note: Each unit involves practical and interactive components to enhance learning and fluency in ASL. Regular attendance and participation are crucial for success in this course.

Virtual Learning Academy

American Sign Language II

Overview

Building upon the basics of ASL learned in the first course, this second-level course delves deeper into the nuances of American Sign Language. Students will enhance their proficiency in ASL through advanced topics, practical applications, and comprehensive reviews. The course is divided into 36 units, including two semester finals.

Units

1. **Review of Introduction to ASL**: Refresher of basic ASL concepts and skills.
2. **Inflection**: Understanding and using inflections in ASL.
3. **Role Shifting**: Techniques for indicating different speakers or perspectives.
4. **Listing and Ranking**: Structuring information in lists and hierarchies in ASL.
5. **Past Tense Indicators**: Expressing past events and states in ASL.
6. **Review of Units 1-5**: Consolidating early concepts of ASL II.
7. **Numbers**: Advanced number concepts and their usage in ASL.
8. **Future Tense Indicators**: Communicating future events and intentions.

9. **Pronouns**: Proper use of pronouns in ASL.
10. **WH-Questions**: Formulating and understanding 'WH' questions.
11. **Sports and Recreation**: Vocabulary and expressions related to sports and leisure activities.
12. **Review of Units 7-11**: Reviewing intermediate concepts in ASL.
13. **States and Countries**: Signs for various states, countries, and regions.
14. **Agent Marker**: Using markers to indicate doers of actions.
15. **Days of the Week**: Days and time concepts in ASL.
16. **Labels**: Using and understanding labels in ASL.
17. **Review of Units 13-16**: Consolidating advanced ASL concepts.
18. **First Semester Final**: Comprehensive exam on the first semester's content.
19. **Greetings and Responses**: Formal and informal greetings in ASL.
20. **Do-What?**: Forming and responding to inquiries in ASL.

21. **Body Types**: Describing physical appearances and body types.
22. **Narratives**: Constructing and understanding narratives in ASL.
23. **Accidents**: Discussing accidents and unexpected events.
24. **Review of Units 19-23**: Reinforcing advanced topics in ASL.
25. **Rhetorical Questions**: Using rhetorical questions for emphasis or clarification.
26. **Music Interpretation**: Translating and expressing music through ASL.
27. **Food**: Vocabulary and phrases related to food and dining.
28. **Morning Routines**: Describing typical morning activities.
29. **Evening Routines**: Discussing common evening practices.
30. **Review of Units 25-29**: Reviewing recent units and preparing for advanced topics.
31. **Weather**: Discussing weather conditions and related concepts.
32. **Materials**: Signs for different materials and their properties.
33. **Social Activities**: Communicating about social events and gatherings.

34. **Outdoor Activities**: Vocabulary related to outdoor activities and nature.
35. **Review of Units 31-34**: Final review of the second semester's content.
36. **Second Semester Final**: Comprehensive assessment of the entire course content.

Note: Each unit includes practical exercises and interactive sessions to enhance understanding and fluency in ASL. Regular class participation and practice are essential for mastering the nuances of American Sign Language at this level.